

Jasper High School

1600 Saint Charles Street
Jasper, Indiana 47546
Phone: 812-482-6050



Dual Credit Syllabus Term: Fall 2026

Jasper High School

Child & Adolescent Development--EDUC 121--3 credit hours

Course: Child and Adolescent Development/ DOE Course #7157

Ivy Tech Dual Credit Course: Child and Adolescent Development / EDUC 121

High School Credits: 2

Prerequisites: Principles of Teaching

Ivy Tech Prerequisites: Demonstrated readiness for College English

Ivy Tech Credits: 3

Length: Full Year

School Year: 2025-2026

Instructor: Mrs. Samantha Venderley

Room: 507

Tutoring hours: By appointment

Phone number: 812-482-6050 (Ext. 80507)

School: Jasper High School

Email: svenderley@gjcs.k12.in.us

COURSE DESCRIPTION

Examines the physical, social, emotional, cognitive, linguistic, and moral development of the child from birth through adolescence with a focus on the K-12 school-aged child. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of families, peers, the school environment, culture, and the media are discussed.

DUAL CREDIT STATEMENT

This course has been approved to be offered for dual credit. Students pursuing this course for dual credit are required to meet the minimum prerequisites with a C or better (75% or above, according to the grading scale indicated on page 7) in order for dual credit to be awarded.

Volunteer Statement: A volunteer experience in an educational environment may be required as part of the course.

Ivy Tech Professional Dispositions and Practices for Pre-service Teachers

Teacher dispositions encompass the attitudes, values, and professional ethics that shape educators' interactions, decision-making, and effectiveness in fostering student growth. At Ivy Tech Community College, our pre-service teachers are encouraged to demonstrate the following dispositions. The pre-service teacher:

- Uses active listening skills and is able to empathize, clarify & support the speaker.
- Demonstrates appropriate nonverbal communication skills.
- Communicates thoughts and ideas clearly.
- Gives constructive positive feedback.
- Gives constructive negative feedback.
- Receives both positive and negative feedback appropriately & with an open mind.
- Manages conflict maturely & with appropriate skill.
- Respects diversity & is culturally aware.
- Is dependable and follows through with commitments.
- Takes initiative.
- Values the privacy and confidentiality of others.
- Demonstrates appropriate coping skills when experiencing stress and anger.
- Manages others' stress and anger appropriately.
- Is reflective about their own teaching practice.
- Demonstrates an awareness of personal impact on others.
- Consistently seeks self-improvement through feedback and/or research & training.
- Builds productive relationships with others in order to achieve personal & group goals.
- Is respectful of all other learners, instructors, and stakeholders.
- Entertains new ideas and works to align new ideas with existing thoughts.
- Responds appropriately and in a timely manner to email, messages, and other communication from the instructor, colleagues, or other stakeholders.
- Exhibits professional-level dress, when required.
- Is respectful of their role during observational field experiences and is respectful of the classroom teacher and classroom practice.
- Follows mandatory reporting guidelines.

In addition, teachers of reading demonstrate the following dispositions and practices. The pre-service teacher:

- Strives to do no harm and to act in the best interests of all learners (especially those who struggle with reading and other academic skills). (KPS 5.1)
- Maintains the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field. (KPS 5.2)
- Avoids misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments. (KPS 5.3)

- Respects objectivity by reporting assessment and treatment results accurately, and truthfully. (KPS 5.4)
- Avoids making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services. (KPS 5.5)
- Respects the training requirements of established credentialing and accreditation organizations supported by CERI and IDA. (KPS 5.6)
- Avoids conflicts of interest when possible and acknowledges conflicts of interest when they occur. (KPS 5.7)
- Supports just treatment of individuals with dyslexia and related learning difficulties. (KPS 5.8)
- Respects the confidentiality of students or clients. (KPS 5.9)
- Respects the intellectual property of others. (KPS 5.10)

PORTFOLIO STATEMENT:

All degree seeking students will be expected to present examples of coursework that they deem suitable for a cumulative portfolio that will be reviewed prior to graduation. The portfolio will contain several artifacts and reflection pieces as evidence of the student's demonstrated understanding of education principles as outlined by INTASC standards. The cumulative portfolio should document dispositions and competencies reflected in assignments throughout their coursework. Students may begin collecting artifacts when they begin their coursework. Creating a portfolio has value to the graduating student, the Ivy Tech Community College Education Program, the transferring four-year institution, and potential employers. Students should select from a variety of assignments and are free to confer with their instructor about alternate choices of material. See additional handouts on this cumulative assignment.

CERTIFICATION STATEMENT

Ivy Tech cannot guarantee that any student will pass a certification or licensing exam. Our requisite coursework is designed to assist you in understanding the material sufficiently to provide a firm foundation for your studies as you prepare for the exam. Department of Education web site <http://www.doe.in.gov/>

TRANSFER STATEMENT

Students planning to apply to a teacher education program at a four-year institution should meet with an advisor to develop a course of study. Before applying to a four-year institution, teacher education program, students must complete prerequisite courses, have the GPA required by the institution, and pass appropriate tests as determined by each four-year institution.

InTASC CORE TEACHING STANDARDS

InTASC Model Core Teaching Standards
Interstate Teacher Assessment and Support Consortium
CCSSO (Council of Chief State School Officers)

- **Standard #1: Learner Development**
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard #4: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice**
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

A table has been developed below to summarize which standards have been addressed in either a primary or secondary fashion in this InTASC course. Web Site <http://www.doe.in.gov/>

Course number: EDUC 121

Course Name: CHILD AND ADOLESCENT DEVELOPMENT

InTASC Standards Addressed in this course	InTASC Addressed
1	X
2	X
3	X
4	
5	
6	X
7	X
8	X
9	X
10	

INDIANA EDUCATION PROFESSIONS I ACADEMIC STANDARDS

- 7157.D1.1 Explore the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence.
- 7157.D1.2 Recognize theories of growth and development that focus on early and middle childhood through the adolescent years.
- 7157.D1.3 Examine and implement observation and interviewing skills as a means of understanding the child.
- 7157.D1.4 Discuss confidentiality when working with children/adolescents and families.
- 7157.D1.5 Identify prosocial and antisocial behavior. Discuss culturally appropriate behavior management techniques.
- 7157.D1.6 Identify environments that promote healthy social/emotional development for all children/adolescents.
- 7157.D1.7 Recognize appropriate personal strengths and behaviors (dispositions) for adults working with school-aged children.
- 7157.D1.8 Identify and analyze societal issues facing today's children/adolescents, including students with exceptional needs.
- 7157.D1.9 Identify and explore ways to support diverse children/adolescents in their personal growth and development related to trust, autonomy, initiative, industry and identity (Erikson's stages).
- 7157.D1.10 Identify community and school resources needed to support children and families from birth through adolescence.
- 7157.D1.11 Establish instructional goals that are developmentally appropriate.

COURSE CONTENT

Topical areas of study include -

- Theories of development
- Prenatal development
- Physical, social, emotional, cognitive, linguistic, and moral development of children
- Literacy development
- Observation and interviewing skills
- Confidentiality requirements
- Culturally responsive classroom practices
- Societal issues impacting children and families

REQUIRED TEXTS/CURRICULUM MATERIALS: (latest edition)

Textbook:

- Kato, Sharleen. (2024). Child and Youth Development. Goodheart-Willcox. ISBN: 9781637767283.
 - Curriculum provided by the instructor through PowerPoint, handouts, articles, and supplemented material posted in Canvas
 - Device (charged)
 - Other materials might be requested throughout the course to complete projects.

METHODS OF INSTRUCTION

The instruction will be a combination of in-person and online assignments consisting of lectures, small group activities, hands-on, and critical thinking assignments, class discussions, observation research, and reflection activities.

Students must be ready to attend instruction virtually if the district so determines it. This will take place through Zoom or other platforms indicated by the instructor.

CODE OF STUDENT RIGHTS & RESPONSIBILITIES

Students can review their rights and responsibilities as an Ivy Tech Community College dual credit student here: <https://www.ivytech.edu/studentcode/index.html>

DROP PROCESS & STUDENT RESPONSIBILITY

Each course drop/withdrawal required the student to fill out the form(s) and complete the process via [DualEnroll.com](https://www.ivytech.edu/dualenroll). The last date to drop a course (where nothing would appear on a student's college transcript) is 10 business/school days after the start of this course's term. The last date to withdraw (resulting in a W on a student's college transcript) from this course is the 75% mark of the term. Contact your local Ivy Tech campus' K-14 staff for specific drop dates

MAJOR COURSE LEARNING OBJECTIVES: *Upon successful completion of this course the student will be expected to:*

1. Explore the physical, social, emotional, cognitive, linguistic, and moral development of the child from birth through adolescence.

- 1.1 Identify the role of genetics and environmental factors in child development.
- 1.2 Outline the developmental stages from prenatal to the newborn baby.
- 1.3 Identify typical growth patterns of the body and brain.
- 1.4 Locate threats to the health and well-being of children and ways to prevent them.
- 1.5 Recall how all areas of development are interrelated by applying knowledge of the various domains of development.
- 1.6 Discuss phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression. (KPS 1.8)

2. Investigate the role of the brain in learning and literacy development.

- 2.1 Identify aspects of cognition and behavior that affect reading and writing development. (KPS 1.4)
- 2.2 Identify major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes. (The Big 5, Simple View) (KPS 1.6)
- 2.3 Discuss that reading is not a natural process. Children are not born readers.
- 2.4 Explain that learning to read, for most people, requires explicit instruction. (KPS 1.2)
- 2.5 Discuss that literacy is based in language; emphasize the importance of oral language (talking, narrating experiences).
- 2.6 Discuss the sources of wide differences in students' vocabularies.
- 2.7 Discuss historical and current practices in the teaching of reading.

3. Analyze theories of growth and development that focus on early and middle childhood through the adolescent years.

- 3.1 Distinguish between Piaget, Vygotsky, Erikson, Kolberg, and Bronfenbreener's theories and the role they play in development from infancy to adolescence.
- 3.2 Compare and contrast each theorist's views of development.

3.3 Connect knowledge of various theories of growth and development to real-world situations.

4. Examine and implement observation and interviewing skills as a means of understanding the child and multiple influences on the child's development.

4.1 Identify how environmental, cultural, and social factors contribute to literacy development. (KPS 1.5)

4.2 Interpret observational data to identify patterns and significant influences on the child's development.

4.3 Synthesize information gathered from observations and interviews to create a well-rounded profile of the child's development.

5. Discuss the purposes for screening, progress-monitoring, diagnostic, and outcome assessments in all areas of a child's development, including literacy development.

5.1 Describe the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments. (KPS 3.1)

5.2 Differentiate the relevance and importance of these assessments in identifying developmental milestones, strengths, and areas needing support.

6. Discuss confidentiality when working with children/adolescents and families.

6.1 Define confidentiality when working with children/adolescents and families.

6.2 Determine in which circumstances confidentiality should be practiced.

6.3 Compare laws and regulations related to confidentiality in educational settings, such as FERPA, and professional ethical guidelines.

7. Identify environments that promote healthy social/emotional development for all children/adolescents.

7.1 Explain appropriate environments that promote healthy emotional/social development in prenatal development, at birth, and with the newborn.

7.2 Explain appropriate environments that promote healthy emotional/social development in infancy through adolescence.

8. Recognize appropriate personal strengths and behaviors (dispositions) for adults working with school-aged children.

8.1 Identify personal strengths and areas of improvement as it relates to working with school-age children and adolescents through self-reflection.

8.2 Define professional dispositions critical for educators, including a commitment to equity, ethical behavior, and a positive attitude towards diversity.

8.3 Determine how these dispositions influence classroom management, student engagement, and the overall learning experience.

9. Identify and analyze societal issues facing today's children/adolescents.

9.1 Research key societal issues affecting children and adolescents today, such as mental health challenges, bullying, substance abuse, and digital media influences.

9.2 Assess how societal issues influence the physical, emotional, social, and cognitive development of children and adolescents.

9.3 Devise ways to educate parents and teachers about key societal issues facing today's children and adolescents.

10. Examine how environmental, cultural, and social factors contribute to growth and development including literacy in the culturally responsive classroom.

10.1 Identify the impact of various factors; such as but not limited to, religious background, sexual orientation, gender identity, culture, family unit, and economic status on the personal growth and development of children and adolescents.

10.2 Define implicit biases and cultural competence.

10.3 Examine the ways implicit bias can impact a teacher's perceptions of children and families.

10.4 Determine ways to use students' oral heritage language to facilitate English literacy development.

10.5 Recognize a framework for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

11. Identify community and school resources needed to support children and families from birth through adolescence.

11.1 Research and list local community resources that provide support services for children and families, such as healthcare clinics, mental health services, recreational programs, nutrition, housing assistance, financial support, and social services.

11.2 Review programs that promote family engagement and parent education, such as family nights, workshops, and parent-teacher organizations.

11.3 Locate the availability and effectiveness of school-based resources, including counseling services, special education programs, extracurricular activities, and after-school care.

12. Select one or more relevant Education Portfolio artifacts to demonstrate competency in one of the ten INTASC (Interstate Teacher Assessment and Support Consortium) Standards/CEC (Council for Exceptional Children) Standards, as applicable.

CEC Initial Special Education Preparation Standards

Initial Preparation Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Key Elements

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Initial Preparation Standard 2: Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.

Key Elements

2.1 Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Initial Preparation Standard 3: Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Key Elements

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Initial Preparation Standard 4: Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

Key Elements

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Initial Preparation Standard 5: Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Key Elements

5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Initial Preparation Standard 6: Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Key Elements

6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Initial Preparation Standard 7: Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Key Elements

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators.

Council for Exceptional Children. (2015). What Every Special Educator Must Know: Professional Ethics and Standards. Arlington, VA: CEC

TITLE IX

Ivy Tech Community College is committed to providing all members of the College community with a learning and work environment free from sexual harassment and assault. Ivy Tech students, including students enrolled in the College's dual credit and dual enrollment programming, have options for getting help if they have experienced sexual assault, relationship violence, sexual harassment or stalking. Ivy Tech's Title IX policies can be found [here](#).

If students write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking, federal law requires that secondary and post-secondary instructors share this information with a Title IX Coordinator..

ACCESSING GRADES

Course grades are available for students by logging into Ivy Tech's online student system called, [Mylvy](#), at the following address: <https://myivy.ivytech.edu/>. Ivy Tech will not distribute grades by mail, you will need to look up your grades in your Mylvvy account. There may be a waiting period of 30 days from the end of the high school semester to obtain grades through Mylvvy. If you'd like to order an official transcript, check your unofficial transcript first and then order your official Ivy Tech transcript through Mylvvy by taking the following steps:

Step 1: Login into your Mylvvy account (myivy.ivytech.edu)

Step 2: Select "**Student**" on the left hand side.

Step 3: Select "**Course Info**"

Step 4: Then select "**Request Official Transcripts**"

If you no longer have access to Mylvvy because you have not attended in two or more years, click [here](#) to request your transcript online. You will need to **Create an Account with Parchment Exchange** if you haven't already done so. Should you need to reset your password, you will click on "**Forgot Your Password.**"

VIRTUAL LIBRARY

The Ivy Tech Virtual Library is available to students on and off campus. The virtual library includes over 40,000 digital materials, offering full-text journals and books and other resources essential for course assignments. The Virtual Library can be found under the “Library” tab of your MyIvy account:

<https://myivy.ivytech.edu>

IVY TECH HELP DESK/TECHNICAL SUPPORT

Phone: 1-888-IVY-LINE (1-888-489-5463), select option 4.

Online: Links to [request IvyLearn and Educational Technology support](#) and [locate your campus online learning support](#).

ACADEMIC HONESTY STATEMENT

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement. Cheating on papers, tests or other academic works is a violation of College rules.

No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

COPYRIGHT STATEMENT

Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Ivy Tech Community College contain nothing unlawful, unethical, or libelous and do not constitute any violation of any right of privacy.

ACADEMIC INTEGRITY POLICY

Plagiarism, cheating, and the use of artificial intelligence (AI) tools to complete assignments, tests, or projects without explicit permission are strictly prohibited and will be considered academic dishonesty. This includes submitting work that is not your own, copying from others, using unauthorized resources, or allowing others (including AI) to complete any part of your assignments.

Any student found engaging in academic dishonesty will receive a zero on the assignment and may be subject to further disciplinary action according to school policy.

It is your responsibility to ask for clarification if you are unsure whether the use of a resource or tool is permitted. [Ivy Tech Information about Plagiarism](#)

PLAGIARISM

Students are required to create all of their own materials and work in each activity and project. If they use other's ideas, it has to be limited and they must indicate so by citing and referencing the sources they used.

ADA STATEMENT

Ivy Tech Community College seeks to provide effective services and accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services (Leah Davis, 812-429-1386) at the beginning of the semester. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

Ivy Tech Southwest Region provides free, confidential counseling to students to address a variety of concerns including stress, depression, anxiety, relationship issues and adjusting to college. You may contact the Lamkin Center (812-429-9883) for additional information.

ATTENDANCE

- Attendance is ALWAYS important in order for a student to truly succeed in school.
- Frequent class participation and group discussion is required. students who attend class, complete assignments, and actively participate in class activities generally obtain better grades and are more likely to reach educational goals.
- Students must maximize their field experience time by arriving and leaving on time. Tardies will not be accepted. Being late is unprofessional and irresponsible. If tardiness or absenteeism becomes an issue, there will be disciplinary consequences.
- **If a student will be absent for their field experience, the student MUST email BOTH the host teacher and the course instructor to communicate the absence.**
- Please refer to the Student Handbook for all rules regarding attendance, tardies and absences.

LATE AND MAKE-UP WORK POLICY

Every assignment is due by the deadline indicated in Canvas. If you are absent on the day the assignment is due, you are still **required** to submit the work on time (unless you have been excused by the instructor for exceptional situations) or it will be marked as "Missing" and you will receive a **zero**.

Late assignments will be accepted with a 50% deduction up to two days after the due date. Each day will earn a 10 % deduction making the assignment invalid after one week.

You must contact the teacher to make other arrangements for make-up work if serious illness/hospitalization prevents you from completing your assignments.

Please refer to the school Student Handbook for other rules regarding missed and make-up work guidelines.

EVALUATION CRITERIA

- Performance assessments (discussions, reflections, projects, in-class activities, participation, and journals)
- Host teacher observations, evaluation, and feedback
- Formative assessments (quizzes, tests)

GRADING SCALE

JHS

A+	99-100	B+	88-89	C+	78-79	D+	68-69
A	93-98	B	83-87	C	73-77	D	63-67
A-	90-92	B-	80-82	C-	70-72	D-	60-62

Ivy Tech

A	93-100	D	70-74
B	85-92	F	0-69
C	75-84		

Week	Chapter(s) & Textbook Topic	Indiana Standards	CTE Standards	Activities
1	Introductions Syllabus, Expectations Getting to know you	D1.1, D1.11	E&T 1.1	-About Me Project Presentations & Bulletin Board Creations
2-3	Chapter 1 – Foundations of Human Development: Course Themes and Introduction	D1.1, D1.11	E&T 1.1	Design a timeline of your own development ages 3–18 2. "Who Am I?" identity art collage 3. Growth Domains Trivia Game 4. Create a personal growth journal 5. Develop a presentation on growth domains
4-7	Chapter 2 – Theories of Development: Erikson, Piaget, Vygotsky	D1.1, D1.2, D1.9	E&T 1.2	Create Erikson Stage posters 2. Write a children's story centered on initiative 3. Analyze Disney shorts 4. Develop a quiz on Erikson's stages 5. Create a visual timeline of psychosocial development
8-9	Chapter 3 – Genetics and Prenatal Development: Biology, Brain Development, Nutrition	D1.1, D1.7	E&T 1.4	Sleep/Nutrition infographic 2. Growth chart case study 3. DNA bracelet workshop 4. Create a brain development model 5. Develop a nutrition plan for different age groups
10-12	Chapter 3- Birth, delivery and the newborn	D1.1, D1.7	E&T 1.4	- Whole-class pregnancy website (Google Sites) - Presentations - Newborn tests and reflexes project - Presentations
13	Chapter 4 – Infant Physical Development: Ages	D1.1, D1.6, D1.11	E&T 1.8	Design preschool learning corner 2. Observe and analyze play behaviors 3. Create an SEL toy prototype 4. Develop a guide to infant physical development 5. Create a presentation on play behavior

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	0–2 Foundations			analysis
14	Chapter 5 – Infant Cognitive Development: Language Acquisition	D1.1, D1.6	E&T 1.19	Create a language development timeline 2. Design a phonics learning game 3. Analyze bilingual education strategies 4. Develop a guide to language acquisition 5. Create a presentation on phonics learning
15	Chapter 6 – Infant Social-Emotional Development: Play and Relationships	D1.1, D1.6	E&T 1.21	Design a play-based learning curriculum 2. Create a relationship-building activity guide 3. Analyze the role of play in emotional development 4. Develop a guide to play and relationships 5. Create a presentation on emotional development
16-18	Review & Final Projects	All Standards		Multi-Chapter Review: Capstone + Reflection Choice Board Project Options
19-20	Chapter 7 – Early Childhood Physical Development: Motor Skills	D1.1, D1.7	E&T 1.20	Develop a motor skills activity plan 2. Create a physical development observation checklist 3. Host a motor skills workshop 4. Develop a guide to motor skills development 5. Create a presentation on physical development
21	Chapter 8 – Early Childhood Cognitive Development: Problem-Solving and Language	D1.1, D1.8	E&T 1.22	Develop a problem-solving skills curriculum 2. Create a problem-solving activity guide 3. Analyze the role of problem-solving in cognitive development 4. Develop a guide to problem-solving 5. Create a presentation on cognitive development
22	Chapter 9 – Early Childhood Social-Emotional Development: Peer and Family Relationships	D1.1, D1.6, D1.10	E&T 1.11	Family–School–Peer Support diagram 2. Role-play: Parent–teacher conference 3. School climate survey 4. Develop a guide to peer and family relationships 5. Create a presentation on school climate improvement
23-24	Chapter 10 – Middle Childhood Physical Development: Puberty and Transitions	D1.1, D1.7, D1.9	E&T 1.13	Puberty kit design & "Tween Me" storyboard
25	Chapter 11 – Middle Childhood Cognitive Development: Disabilities and Diversity	D1.8, D1.9, D1.11	E&T 1.17	Redesign a classroom layout for sensory needs 2. Create an inclusive learning toolkit 3. Write adapted lesson plan for reading 4. Develop a guide to disabilities and diversity 5. Create a presentation on inclusive education
26	Chapter 12 – Middle Childhood Social-Emotional Development: Culture and Inclusion	D1.6, D1.8, D1.10	E&T 1.12	Diversity lesson plan for grades 1–3 2. Culture collage from student interviews 3. Inclusive classroom audit 4. Develop a guide to cultural inclusion 5. Create a presentation on diversity in education
27	Chapter 13 – Adolescent Physical Development: Puberty and Transitions	D1.1, D1.7, D1.9	E&T 1.13	. Host a mock middle school student Q&A 4. Develop a guide to adolescent physical development 5. Create a presentation on puberty and transitions
28	Chapter 14 – Adolescent Cognitive Development: Media Impact	D1.5, D1.8, D1.9	E&T 1.15	Analyze YouTube influencers and child identity 2. Design your own children's app 3. Podcast: Media & morality 4. Develop a guide to media impact on development 5. Create a presentation on YouTube influencers

29-30	Chapter 15 – Adolescent Social-Emotional Development: Risk-Taking and Identity	D1.1, D1.8, D1.10	E&T 1.14	Mental health bulletin board 2. TikTok-style myth-busting video 3. Social media habits diary 4. Develop a guide to risk-taking and identity 5. Create a presentation on social media habits
31	Chapter 16 – Adolescent Cognitive Development: Decision-Making	D1.1, D1.8	E&T 1.23	Develop a decision-making skills curriculum 2. Create a decision-making activity guide 3. Analyze the role of decision-making in cognitive development 4. Develop a guide to decision-making 5. Create a presentation on decision-making skills
32	Chapter 17 – Adolescent Social-Emotional Development: Relationships	D1.1, D1.8	E&T 1.24	Develop a relationship-building skills curriculum 2. Create a relationship-building activity guide 3. Analyze the role of relationships in social-emotional development 4. Develop a guide to relationships 5. Create a presentation on social-emotional development
33	Community Resources & Family Dynamics	D1.1, D1.8	E&T 1.23	- Child Abuse Awareness - SWICAAC Guest Speaker & Fostering Presentation
34-36	Multi-Chapter Review: Capstone + Reflection	All standards	E&T 1.25	. Reflection essay on best practices , Youth development advocacy panel & Final Choice Board Project Options

OTHER EXPECTATIONS

Personal cell phones

Phones will NOT be allowed in the classroom (unless the teacher requires them for an in-class activity). Points will be deducted if a student uses the phone.

Digital Tools

Students will be required to use Canvas and the school email on a daily basis. Additionally, in the case of the need to connect virtually, Zoom or other platforms may be required to ensure the student participation. Lastly, students will also be required to use various Internet sites for assignments and research.

Confidentiality

All private information about children (personal information, addresses, diagnostics, grades, IEPs, etc.) that students may manage for some activities must remain CONFIDENTIAL. If the student ever has a question on what can be shared or not, please ask the instructor.

The instructor reserves the right to modify this syllabus as necessary. Students will be informed promptly of any and all changes.