Course Description: This year-long college preparatory program focuses on human development from birth through adolescence. Emphasis is placed on theories of Physical, cognitive, and psychological development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students explore special challenges to growth and development. Students will have opportunities for guided observation of children in a pre-school setting to help students further understand theories of human development. Student will develop a portfolio that reflects an ability to plan and prepare lesson plans. This one credit course is part of the Prince George’s County Public Schools Tech Prep partnership with Prince George’s Community College.

Course Objectives: Students will learn the following in order to be prepared for their practical experience in preschool

- become familiar with the course objectives and classroom expectations;
- examine child development programs and their certification requirements;
- explore the importance of learning about children;
- compare the role of parent, family and cultures in a child's development;
- evaluate personal attitude and aptitude for working with children;
- identify areas of development and developmental principles;
- recognize and distinguish factors that contribute to brain development;
- compare and contrast the heredity, nutrition, and environmental factors that influence human growth and development;
- summarize major physical, social, emotional, and intellectual development of infants, toddlers, and preschoolers;
- investigate the general patterns of physical growth and motor development of preschoolers;
- classify the social, emotional, and moral development of preschoolers;
- analyze the ways preschoolers learn intellectually;
- demonstrate communication skills to enhance working relationships within the preschool laboratory;
- demonstrate skills in using the techniques of guidance and discipline;
- develop guidelines for maintaining a safe and healthy environment in the child development laboratory;
- formulate a mission, vision and goals for preschool program;
- outline preschool organization: scheduling, themes, group time, lesson plans, enrolling preschoolers and preschool management;
- apply principles of how children learn using a variety of teaching techniques to create effective lessons;
- describe an appropriate preschool environment: physical space, activity areas, toys and equipment;
- explore developmentally appropriate activities for each of the curriculum areas;
- demonstrate skills in planning, teaching and evaluating learning activities for each of the curriculum areas;
- practice observation skills to use in the child development laboratory;
- examine special challenges for children;
- evaluate personal aptitudes and interest in preparation for career decisions;
- analyze the importance of education and experience in obtaining and advancing in a job;
- develop technological proficiency in operating audio visual and office equipment; and
- Investigate job responsibilities and opportunities in child related careers.
Essentials for the Curriculum

In order to fully implement the lessons included in this curriculum, the students must have access to the following equipment items:

- Textbooks to be used in class and signed out as necessary:
  - “Infants, Children, and Adolescents (5th Edition) by Laura Berk
- computer
- printer
- flash drive (Must have)
- Lab fee 10/=
- scanner, LCD projector and copier machine (provided for use in classroom)
- digital camera (may be provided for use in classroom)

Required Materials for Class Daily

3 ring notebook and loose-leaf paper
Black or dark blue ink pen
Composition book
Miscellaneous supplies needed for Child Development lesson plans
25-30 clear sheet protectors for portfolio

Long Term Projects (due quarterly)

- Baby Book (Q1)
- Baby Think It Over/ Reality Works (Q2)
- Muppet and Puppet Show (Q3)
- Summer Book for preschoolers (Q4)

Child Growth and Development/Parenthood Education 1
Course Outline and Pacing Guide

Unit 1: Introduction (One Week, 1st quarter prior to opening preschool lab)
- Become familiar with the course objectives and classroom expectations.
- Examine child development programs and their certification requirements.

Unit 2: Child Growth and Development (One to two weeks, 1st quarter prior to opening preschool lab)
- Explore the importance of learning about children.
- Compare the role of parent, family and cultures in a child’s development.
- Evaluate personal attitude and aptitude for working with children.
- Identify areas of development and developmental principles.
- Recognize and distinguish factors that contribute to brain development.
- Compare and contrast the heredity, nutrition, and environmental factors that influence human growth and development.
- Summarize major physical, social, emotional, and intellectual development of infants, toddlers, and preschoolers.
- Investigate the general patterns of physical growth and motor development of preschoolers.
- Classify the social, emotional, and moral development of preschoolers.
- Analyze the ways preschoolers learn intellectually.

**Unit 3: Interactions with and Guiding Children** (One Week, prior to opening preschool lab)
- Demonstrate communication skills to enhance working relationships within the preschool laboratory.
- Demonstrate skills in using the techniques of guidance and discipline.

**Unit 4: Establishing and Maintaining a Safe and Healthy Environment** (Two weeks, 1st Qtr prior to opening preschool lab)
- Develop guidelines for maintaining a safe and healthy environment in the child development laboratory.
- Develop guidelines for planning and preparing nutritious meals and snacks for children.
- Use of technology to explore the impact of the media on nutritional food choices for children.

**Unit 5: Curriculum and Organization** (Four weeks, 1st Qtr prior to and concurrent with preschool lab Qtrs 2-3)
- Formulate a mission, vision and goals for preschool program.
- Outline preschool organization: scheduling, themes, group time, lesson plans, enrolling preschoolers and preschool management.
- Apply principles of how children learn using a variety of teaching techniques to create effective lessons.
- Describe an appropriate preschool environment: physical space, activity areas, toys and equipment.
- Explore developmentally appropriate activities for each of the curriculum areas.
- Demonstrate skills in planning, teaching and evaluating learning activities for each of the curriculum areas.

**Unit 6: Observing and Recording Behavior** (One week prior to and concurrent with preschool lab Qtrs 1-4))
- Practice observation skills to use in the child development laboratory.
- Summarize guidelines for observing young children in order to follow professional standards and ethics.

**Unit 7: Meeting Special Needs** (Two weeks concurrent with preschool lab)
- Examine special challenges for children.
- Recognize the signs of child abuse.
- Evaluate personal aptitudes and interests in preparation for career decisions.
- Analyze the importance of education and experience in obtaining and advancing in a job.
- Develop technological proficiency in operating audio visual and office equipment.
- Investigate job responsibilities and opportunities in child related careers.

**Unit 8: Transition from School to Careers** (Two weeks)
- Evaluate personal aptitudes and interests in preparation for career decisions.
- Analyze the importance of education and experience in obtaining and advancing in a job.
- Develop technological proficiency in operating audio visual and office equipment.
- Investigate job responsibilities and opportunities in child related careers.
Grading Policy

Class participation (individual and group) is an integral part of this course. Students are expected to successfully complete and turn in every assignment when given. It is important that all assignments be completed and submitted on time. Late assignments will receive a reduced or no grade at all. Make up work for excused absences must be obtained within 48 HOURS by the student and completed by the number of days the student was absent from class. Equivalent work will be given if the missed work cannot be duplicated. IT IS THE STUDENT’S RESPONSIBILITY TO MAKE ARRANGEMENTS FOR MAKE-UP WORK. The student with an unexcused absence or tardy will receive a zero for the work missed, as well as the student who fails to make up work within the required period of time.

**Grading is based upon the following:**
- **40% Class work (daily warm-ups, class assignments and work habits)**
- **50% Labs, Lesson Plans, Observations, Assessments (includes quizzes, exams and portfolio)**
- **10% Homework**

**Grading scale is as follows:**
- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- E 59% and below

Work habits include being on time to class (in seat when the tardy bell rings) and on task, meeting the appropriate dress code with ID visibly worn, notebook, paper, pen, and any other required materials, as well as adherence to school and class rules.

Grades should be monitored by students and parents through SchoolMax.com.

All students are required to pass a safety test with a minimum grade of 70% in order to participate in preschool laboratory activities.

**Important Policies**

**Attendance:**
Prompt, regular attendance is imperative for success in this course. The absentee policy will be handled according to Prince Georges County Public Schools requirements.

**Note:** Students desiring to take the Child Growth and Development/Parenthood Education 2 intern course next year must meet the following prerequisites: receive a final grade of at least a “C” in Child/Human Growth and Development, successfully complete the required portfolio of 6 lesson plans in 6 different curriculum areas, have good attendance, and have demonstrated being a positive role model for young children in our preschool program.
Class Rules
1. Be seated in your assigned seat prepared to work before the bell rings and remain seated until dismissed by teacher.
2. Bring required materials to class everyday (i.e., notebook, ink pen, etc).
3. Be respectful of others and their property. Refrain from using obscene or offensive language.
4. Take care of personal needs before coming to class.
5. Eating and drinking must be done outside the class room in the designated area.
6. Turn assignments in on time.
7. Follow directions the first time they are given.

I have read the above syllabus for Child Growth and Development/Parenthood Education 1 and understand the content and requirements.

Principal Signature ____________________________ Date _____________

Student Name (Please print) ______________________________________________________

Student Signature: __________________________________________ Date: _____________

Parent/Guardian Signature: ________________________________ Date: _____________