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|  | **Human Growth and Development through Adolescence** **Course Syllabus** |
|  | Prince George’s County Public Schools |

**Course Code:** 686403

**Prerequisites:** This course focuses on human development from birth through adolescence. Emphasis is placed on theories of physical, cognitive, and psychosocial 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 from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will begin to develop the components of a working portfolio to be assembled upon completion of the internship.

**Textbook(s):** The Developing Child, ISBN 9780078689680

**INSTRUCTOR INFORMATION:**

NAME: Amy Hamilton

E-MAIL ADDRESS: amy2.hamilton@pgcps.org

PLANNING TIME: 10:40-12:54 on A Days & 7:45-9:08 on B Days

SCHOOL PHONE NUMBER: 301 – 497 – 2050 ext. 84285

# **CLASS INFORMATION:**

COURSE NUMBER: [686403-1](https://sis.pgcps.org:443/schoolmax/process.do?0EwmkUezEW3jw1UemgueEkm_YsUuu_zWLE34guw3YEa.aU7zaju.xnn.xGOSq-OF-O6%2BSd_6h_0D.hFSgwUVm3Ue_emUYAmk_wmkzE1_UeemW1UWYmgkz13ShO00qOFh6DGS_SDgwEkeUs3uYAEEsaU7.emUYAmkgjumkz13SO06hqdgsUWVjUVm3mWgwkmpwUVm3Ue_emUYAmk_YsUuu_szuegMmr3Qbx%3Dtnx.bNn_cbQ2X9_f%3DvJbQx%256yG%25GIxP_Ptyxx.TX%3DQt4_ynnbf9yfPb_2f9%256yLUsum%25GIxP_Ptyxx.QXXv%256ySDFq%25GIxP_Ptyxx_vbbn2fo_cynnbQf.QXXv%256ySDFq%25GIxP_Ptyxx.yttXH_JtXPi_ynnbf9yfPb_2f9%256yLUsum%25GIQbx%3Dtnx.QXXv_f%3DvJbQx%256ySGh%25GIxP_Ptyxx.Ptyxx_29%256y6G0DFhF%25GIQbx%3Dtnx.cbQ2X9x%256yG%25GIxP_Ptyxx.J%3Dti_ynnbf9yfPb_2f9%256yLUsum%25GIxP_Ptyxx_vbbn2fo_cynnbQf.cbQ2X9%256yGgYEjWekr3%3Dx)

CLASS MEETS: Every 2nd period A Day

ROOM: 125

TEXT: *Infants, Children, and Adolescents* by Laura Berk

**End of the Year Assessments:**

**GRADING:**

**Human Growth and Development through Adolescence**

**Overview:** The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Family and Consumer Sciences Curriculum Framework Progress Guide.

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| **Factors** | **Brief Description** | **Grade Percentage**  **Per Quarter** |
| Classwork | Class work includes all work completed in the classroom setting. This may include but is not limited to notebooks, warm-ups, worksheets, and any written media presentation or oral exercise based on daily objectives completed by an individual or group of students. | 40% |
| Homework | General Family and Consumer Sciences activities that may be initiated in and completed outside of the classroom. This may include readings and written assignments. | 10% |
| Assessment | This includes any hands on activities and projects that correlate to curriculum frameworks, i.e. child development, food and nutrition and fashion and textiles laboratory experiences, portfolios, and projects. Assessments include the traditional (quizzes and exams) and alternative methods (presentations and observations, work based learning experiences) of assessing student learning. | 50% |

**Human Growth and Development through Adolescence**

**At A Glance**

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| **Human Growth and Development through Adolescence** |
| **Quarter 1 (September 6, 2017 – November 9, 2017) – 46 days** |
| **Instructional Focus:**  **Unit 1:** Theory and Foundations of Development  **Lesson 1**: History, Theory & Research Strategies  **GUIDING INQUIRY:** How does child development field has been influenced by different theorist perspective?  **OBJECTIVE:** Students will explain the importance of the terms applied and interdisciplinary. Students will contrast theoretical perspectives that influence child development research.  **Lesson 2:** Genetic & Environmental Foundations  **GUIDING INQUIRY:** How are genetic and environmental factors related to human growth and development? How much does heredity and environment contribute to individual differences? What is epigenesis?  **OBJECTIVE:** Students will distinguish between genotypes and phenotypes. Students will explain how major chromosomal abnormalities occur. Students will discuss how cultural values and public policies influence the well being of children.  **Lesson 3:** Prenatal Development  **GUIDING INQUIRY:** What are the three phases of prenatal development? How is the sex of the new organism determined? How does genetic and environment contribute to the development of children with PKU and Down syndrome?  **OBJECTIVE:** Students will identify the events that occur during prenatal development. Students will describe the major milestones of each stage of prenatal development. Students will summarize factors that affect prenatal development harmfully.  **Lesson 4:** Birth and Newborn Baby  **GUIDING INQUIRY:** How are reflexes assessed? How do the reflexes of a baby determine their level of development? How do the diverse capacities of newborn babies contribute to their social development? What are the main purposes of the Apgar scale?  **Assessments:**  **Unit Culminating Activity –** Genetic Influences on Human Characteristics |
| **Quarter 2 (November 10, 2017 – January 25, 2018) – 44 days** |
| **Instructional Focus:**  **Unit 2:** Infancy to Toddlerhood  **Lesson 1:** Physical Development  **GUIDING INQUIRY:** How is motor development organized? How do the major changes in body size, proportions, muscle-fat make up, and skeletal growth impact the development over the first two years of life? How does heredity contribute to height, weight, and rate of physical maturation? Why is nutrition crucial for growing healthy babies?  **OBJECTIVE:** Students will describe the changes in body, size proportions, muscle-fat make-up, and skeletal growth over the first two years. Students will describe the general course of motor development during the first two years along with the factors that influence it. Students will describe the nutritional needs of infants and toddlers, the advantages of breastfeeding, and the extent to which chubby babies are at risk for later over weight and obesity.  **Lesson 2:** Cognitive Development  **GUIDING INQUIRY:** What is cognitive development? How can cognitive changes of infancy be gradual and continuous? What are schemes? How does memory be supported through mental representations? Why is language development considered a cognitive skill?  **OBJECTIVE:** Students will discuss the major cognitive achievements of Piaget Sensorimotor Stage. The students will summarize major milestones of language development in the first two years. The students will discuss individual differences in early language development and factors that influence these differences.  **Lesson 3:** Emotional & Social Development  **GUIDING INQUIRY:** How do emotions play an important role in relationships? Why do infants show stranger anxiety? How do emotional and social developments differ? What does psychosocial theory mean?  **OBJECTIVE:** Students will discuss the first two stages of Erikson’s psychosocial theory. Students will describe the development of basic emotions. Students will summarize the role of heredity and environment in the stability of temperament.  **Unit 3:** Early Childhood: Two to Six Years  **Lesson 1:** Body Growth and Motor Development  **GUIDING INQUIRY:** How do children between ages two and six develop cognitively? How can language skills be increased during early childhood? How do the major changes in body size, proportions, muscle-fat make up, and skeletal growth impact the development over the first two years of life? How is motor development organized in young children?  **OBJECTIVE:** Students will describe changes in body size, proportions, and skeletal maturity during early childhood and summarize the effects of heredity and hormones on physical growth in early childhood.  **Lesson 2:** Piaget’s Theory: The Preoperational Stage  **GUIDING INQUIRY:** How does Piaget’s theory contribute to human growth development? How does socio dramatic play endorse the preoperational stage?  **OBJECTIVE:** Students will examine brain development in early childhood from Piaget’s perspective and describe what Piaget regarded as efficiencies of preoperational thought.  **Lesson 3:** Vygotsky’s Socio Cultural Theory  **GUIDING INQUIRY:** How have Vygotsky’s sociocultural theory and his ideas been significant in the education field? How do attention, memory, and problem solving change during early childhood? How does the emergent literacy support the acquisition of knowledge in early childhood?  **OBJECTIVE:** Students will compare and contrast Piaget and Vygotsky’s view of children.  **Assessments:**  **Unit 2 Culminating Activity –** Development of Shyness and Sociability  **Unit 3 Culminating Activity –** Milestones: Development in Early Childhood |
| **Quarter 3 (January 26, 2018 – March 28, 2018) – 42 days** |
| **Instructional Focus:**  **Unit 4:** Middle Childhood: Six to Eleven  **Lesson 1:** Physical Development  **GUIDING INQUIRY:** Why do children’s motor skills improve between the ages of six and eleven?  **OBJECTIVE:** Students will describe the two significant stages that occur between ages seven and twelve. Students will explain why children’s motor skills improve between the ages of six and eleven.  **Lesson 2:** Emotional Development  **GUIDING INQUIRY:** What are some ways to help children build a sense of self-esteem?  **OBJECTIVE:** Students will identify four ways to help ease emotional upsets. Students will explain how to help children control and express their anger in socially acceptable ways. Students will list six ways to help a child develop a sense of competence.  **Lesson 3:** Social and Moral Development  **GUIDING INQUIRY:** What are some ways to help prepare children to make good moral choices?  **OBJECTIVE:** Students will summarize the four main qualities children look for in friendships. Students will identify typical changes that occur in children’s attitudes toward their parents. Students will describe five ways to help prepare children to make good moral choices.  **Lesson 4:** Cognitive Development  **GUIDING INQUIRY:** What are the intellectual changes children ages six through eleven go through?  **OBJECTIVE:** Students will identify four signs of intellectual development in children ages six through eleven. Students will explain four thinking skills that build a foundation for mastering schoolwork.  **Assessments:**  **Unit Culminating Activity –** Develop an Exercise Program that meets the needs of children ages seven to twelve. |
| **Quarter 4 (March 29, 2018 – June 13, 2018) – 48 days** |
| **Instructional Focus:**  **Unit 5:** Adolescence: The Transition to Adulthood  **Lesson 1:** Physical and Intellectual Development of Adolescents  **GUIDING INQUIRY:** What are the physical and intellectual changes that impact adolescents?  **OBJECTIVE:** Students will identify three main physical changes & three factors that influence learning in adolescence.  **Lesson 2:** Emotional, Social, and Moral Development of Adolescents  **GUIDING INQUIRY:** What are the emotional and moral changes that impact adolescents?  **OBJECTIVE:** Students will describe four influences on personal identity development and identify the three roles of peers on teen’s social development.  **Lesson 3:** Child Care and Early Education  **GUIDING INQUIRY:** What are the emotional and moral changes that impact adolescents?  **OBJECTIVE:** Students will describe four influences on personal identity development and identify the three roles of peers on teen’s social development.  **Lesson 4:** Careers Working with Children  **GUIDING INQUIRY:** How can knowledge of child care options impact the decision to enter into the field of working with children?  **OBJECTIVE:** Students will identify childcare options and describe why early childhood education is important.  **Assessments:**  **Unit Culminating Activity –**Explore Careers in Child Care |