



Course Title: Child Development

Instructor: Ms. Chaffee

Instructor Availability: T/R 3:00-4:30, M 1-3

Instructor Contact: [mchaffee@gomperscharter.org](mailto:mchaffee@gomperscharter.org)/(616) 617-4489/Room 12

## Course Description:

This course is an introduction to the developing child (prenatal through age 12). Students will build from a basic understanding of child psychology and genetics to an understanding of the factors that play into the physical, cognitive, social, and emotional development of children. Theoretical implications for education and child-rearing practice will be emphasized through Investigation and Experimentation. Student activities emphasize hands on teamwork, creativity, comprehension, and application of concepts in accordance with best practices. Observation and mandatory volunteer work with younger children develop proficiency in leadership, scientific investigation, and problem-solving skills. This course prepares students for more advanced college child development, psychology, and education courses.

## GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none"><li>Completion/Quality</li></ul> <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none"><li>Key Course Assignments</li></ul> <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none"><li>Any work assigned to a student in which they complete on their own outside of class.</li></ul> <p>(Must have a minimum of 1 weekly grade)</p>	10%
Quarter Finals	<ul style="list-style-type: none"><li>Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.</li></ul>	25%

\* Classwork/Participation and Homework/Independent Learning will be updated weekly.



Prerequisite: GPA Biology

Course Materials: Readings, books, computer, 1 subject notebook, highlighters, markers/colored pencils

Reference Websites:

Child and Family Web Guide  
<http://www.cfw.tufts.edu>

Nancy Martland Tufts University

Zero to Three <http://www.zerotothree.org>

National Association for the Education of Young Children  
<https://www.naeyc.org/>

Purdue OWL Purdue Univ. <https://owl.english.purdue.edu/>

Resources for Infant Educators Magda Gerber RIE <https://www.rie.org/>

Course Structure:

Students complete a warm-up exercise silently for the first five minutes of every class period. One student is selected to explain the warm-up on the board to the whole class. The instructor clarifies any misconceptions. The warm-up is usually a review of the previous day's material or from previous weeks. After the warm-up we transition into a direct instructional section that includes a PowerPoint, reading, or lecture to introduce new material. The teacher models how to successfully implement new concepts, and then students are guided through a few best practices. Once a majority of students displays mastery of the concept, they transition to independent practice in the form of a worksheet, reading from textbook, activity, or case study. Students usually begin individually, and move into small groups or pairs. During this time the teacher remediates instruction for students struggling with that day's content. Students take a one question exit quiz during the last five minutes of class.

Course of Study:



## Unit 0: Introduction (2 weeks)

Learning Objectives	Key Assignments/Exams
<ul style="list-style-type: none"><li>• Understanding the scientific method.</li><li>• Introducing the concept of time based theories (e.g. critical periods)</li><li>• Comprehension of cultural differences</li><li>• Understanding critical debates in psychology such as nature vs. nurture</li><li>• Comprehending how correlation and causation work</li></ul>	<p>Project: In pairs, students research ethical scenarios for one of the critical debates in science such as nature vs. nurture. They are presented with scenarios that involve the use of one of these debates, and they must work in their groups to write arguments to present in a mock court scenario. Students will take turns presenting their cases and acting as jurors or judges to determine whose case was most effectively presented. Afterward, all students will write reflections on how hearing the various arguments for each scenario affected their thinking with regard to these critical debates.</p>

## Unit 1: Theories of Developmental Psychology (2 weeks)

Learning Objectives	Key Assignments/Exams
<ul style="list-style-type: none"><li>• Understand the meaning and development of scientific theories</li><li>• Differentiate between the psychoanalytic theories of Freud and Erikson</li><li>• Distinguish between operant conditioning, classical conditioning, and social learning</li><li>• Understand and identify Piaget's stages of development</li><li>• Conceptualize Vygotsky's theories including social interactions and the zone of proximal development</li><li>• Understand the theories of evolution and humanism</li></ul>	<p>Project: In pairs, students work research one aspect of developmental psychology and write a short explanation of the history and implementation. Then, they create a case study and act it out for the class. After each presentation, students will ask questions about the concepts and implementation of each topic. All students will then reflect on what they learned and misconceptions that they did not realize they had.</p>



## Unit 2: The New Genetics (2 weeks)

Learning Objectives	Key Assignments/Exams
<ul style="list-style-type: none"><li>• Define and understand genes and the role chromosomes and variations play</li><li>• Conceptualize differentiation of cells from stem cells</li><li>• Understand the similarities and differences between twins</li><li>• Differentiate between genotypes and phenotypes</li><li>• Explain how the nature vs. nurture debate applies to genetics and cell development</li><li>• Understand how genetic and chromosomal abnormalities can affect development</li></ul>	<p>Project: In groups of four, students will choose a genetic disorder to research. Students will write a research paper and create a presentation on what causes the disorder and how it manifests. They will then receive a profile of a student with that disorder, and based on the profile, they will create an activity that will help that student develop skills that will benefit them in their development. They will present their activity to the class, the class will participate in it, and then the class will reflect on how to further develop and improve the activity.</p>

## Unit 3: Prenatal Development and Birth (2 weeks)

Learning Objectives	Key Assignments/Exams
<ul style="list-style-type: none"><li>• Understand the stages of prenatal development</li><li>• Conceptualize how the first moments of a newborn's life can be imperative</li><li>• Examine how harm to the fetus can affect later development</li><li>• Explain how low birth weight can affect the developing child and new families</li><li>• Understand how each member of the new family may be affected by a newborn</li></ul>	<p>Project: Students will work in pairs to create a pamphlet on one aspect of prenatal development that will help expectant parents. They will be required to research each topic area, write text, find resource centers, and create an aesthetically pleasing pamphlet to present to the class. They will then present their pamphlet for the class by acting out a scenario where the pamphlet would be useful. Students in the class will give critical feedback on the usefulness of the pamphlet.</p> <p><b>QUARTER EXAM</b></p>



## Unit 4: The First Two Years: Biosocial Development

Learning Objectives	Key Assignments/Exams
<ul style="list-style-type: none"><li>• Understand how physical changes in the body and sleep habits affect infants</li><li>• Conceptualize how the brain develops and understand implications for caregivers</li><li>• Explain differences in perception and motor skills, as well as cultural differences</li><li>• Examine nutritional needs of children in the first two years of life</li></ul>	<p>Project: Students research one topic in the area of brain development such as sleep training. They will research a variety of options and create a pros and cons list. They will then create a demonstration of how each of the options works. Each option will be presented in a fair format, where students will create a poster with their pros and cons and be prepared to present to each group of people who comes to their table. Afterward, all groups will reflect on which option they would choose from each group based on the information they were presented with.</p>

## Unit 5: The First Two Years: Cognitive Development

Learning Objectives	Key Assignments/Exams
<ul style="list-style-type: none"><li>• Understand the stages of sensorimotor intelligence</li><li>• Conceptualize theories on information processing and memory</li><li>• Explain what parts of language develop in the first two years including the universal sequence and theories of language learning</li></ul>	<p>Project: Students will work in groups of three. They will be assigned a developmental stage in the first two years. Each group will be responsible for creating a game or activity that encourages cognitive, and specifically language development, for this age group. Students will present the activity in small groups where the group that is listening will pretend to be the infants and attempt the activity. Upon completion, students will all reflect on how the activity feels from the child's perspective and give constructive feedback on how to improve or expand activities.</p>

## Unit 6: The First Two Years: Psychosocial Development



Learning Objectives	Key Assignments/Exams
<ul style="list-style-type: none"><li>• Define the early emotional responses of infants and toddlers</li><li>• Conceptualize brain growth and development and relate to temperament</li><li>• Explain how infants and toddlers begin to develop social bonds, discuss attachment, social referencing, and synchrony</li><li>• Understand various psychological theories of infant psychosocial development (e.g. humanism, behaviorism, psychoanalytic theory, etc.)</li><li>• Differentiate between available programs in infant day care</li></ul>	<p>Project: Students will work in pairs to create a skit that illustrates one aspect of psychosocial development (e.g. social referencing). They will research the aspect and write a short explanation to be handed out to the class as a review. Students will then watch video of children interacting with adults, and they will write a response analyzing based on their understanding of psychosocial development.</p>

## Unit 7: Early Childhood: Biosocial Development

Learning Objectives	Key Assignments/Exams
<ul style="list-style-type: none"><li>• Understand changes in physical body and discuss nutritional needs and growth patterns</li><li>• Examine brain development including speed of thought, connection of hemispheres, and how emotions and the brain are connected</li><li>• Differentiate between fine motor skills and gross motor skills and examine how they relate to artistic expression</li><li>• Explain ways to prevent injury to young children and define avoidable injuries as well as indications of abuse</li></ul>	<p>Project: In pairs, students create a lesson on an aspect of child maltreatment that can include consequences, prevention, or treatment. Students will work to research that aspect of maltreatment and create a research pamphlet as a hand out to provide after their lesson. Students will present their lessons to the class and then reflect on the importance of preventing child maltreatment.</p>



- Define child maltreatment and indicate the frequency of occurrence
- Understand the consequences of child maltreatment
- Discuss methods of prevention of child maltreatment

## Unit 8: Early Childhood: Cognitive Development

Learning Objectives	Key Assignments/Exams
<ul style="list-style-type: none"><li>• Examine Piaget and Vygotsky's theories on thinking during early childhood</li><li>• Understand the expansion of vocabulary and development of grammar</li><li>• Discuss the impact of learning two languages</li><li>• Research the types of schooling available in early childhood</li></ul>	<p>Project: Students will work in groups of three. They will be assigned a developmental stage in the early childhood. Each group will be responsible for creating a game or activity that encourages cognitive, and specifically vocabulary and language development, for this age group. Students will present the activity in small groups where the group that is listening will pretend to be the children and attempt the activity. Upon completion, students will all reflect on how the activity feels from the child's perspective and give constructive feedback on how to improve or expand activities.</p>

## Unit 9: Early Childhood: Psychosocial Development

Learning Objectives	Key Assignments/Exams
<ul style="list-style-type: none"><li>• Examine factors contributing to emotional development including initiation vs. guilt, motivation, culture, and development of emotional balance</li><li>• Examine the role of play in early childhood</li></ul>	<p>Project: Students will work in groups of four to create a game that illustrates nature vs. nurture, empathy vs. antipathy, good behavior, discipline, initiation vs. guilt, etc. They will use the game as a review tool for other students to learn that concept. At the end of the unit, students will rotate</p>





- Understand the role of caregivers to include caregiving styles, gender development, and cultural variations
- Explain moral development to re-examine nature vs. nurture, empathy vs. antipathy, good behavior, and discipline

through each game and write reflections on how play continues to help them in the process of learning.

## Unit 10: Middle Childhood: Biosocial Development

Learning Objectives	Key Assignments/Exams
<ul style="list-style-type: none"><li>• Differentiate between growth in early childhood and the development of strength in middle childhood</li><li>• Examine health problems such as obesity and asthma</li><li>• Understand how brain connections begin to coordinate</li><li>• Conceptualize developmental psychopathology to develop an understanding of special needs such as Attention Deficit Disorder, Specific Learning Disorders, and Autism Spectrum Disorders</li><li>• Understand the requirements for special education programs and gifted and talented programs</li></ul>	<p>Project: In groups of four, students will choose a psychopathology to research. Students will write a research paper and create a presentation on what causes the disorder and how it manifests. They will then receive a profile of a student with that disorder, and based on the profile, they will create an activity that will help that student develop skills that will benefit them in their development. They will present their activity to the class, the class will participate in it, and then the class will reflect on how to further develop and improve the activity.</p>

## Unit 11: Middle Childhood: Cognitive Development

Learning Objectives	Key Assignments/Exams
<ul style="list-style-type: none"><li>• Understand how Piaget and Vygotsky's theories apply to middle childhood</li></ul>	<p>Project: Students will work in groups of three. They will be assigned a country or culture, and they will research the ways that teaching and learning are implemented and assessed in that country</p>





- Conceptualize how children differ in language learning as well as how vocabulary develops
- Identify cultural and international differences in how teaching and learning are implemented and assessed
- Research the different types of educational programs available to students at this age

or culture as well as the statistical efficacy of these strategies as well as their ranking on international standardized tests (where applicable). They teach a short lesson and give an assessment in the style of the country or culture that they were assigned. Students will then reflect on how effective each style and assessment is.

## QUARTER EXAM

### Unit 12: Middle Childhood: Psychosocial Development

Learning Objectives	Key Assignments/Exams
<ul style="list-style-type: none"><li>• Conceptualize how factors such as industry vs. inferiority, self concept, self esteem, and resilience affect children in middle childhood</li><li>• Examine how family structures and function as well as shared vs. non shared environments influence children</li><li>• Connect family troubles to developmental difficulties</li><li>• Understand how culture, friendships, popularity, and bullying can influence psychosocial development</li><li>• Examine how moral reasoning and value systems develop</li></ul>	<p>Project: Students will create a PSA video to discuss one of the issues that children in middle childhood can experience. They will research, write a script, shoot video, and edit their PSAs. They will then present them in middle school classes and take questions and reflections from the students. Students will then reflect on how the PSAs affected middle school, and how it may have influenced their experiences.</p>

### Unit 13: Final Projects

Learning Objectives	Key Assignments/Exams
<ul style="list-style-type: none"><li>• APA Style</li></ul>	<p>Students will write an APA research paper which examines one aspect of child development throughout their volunteer</p>



service with younger students. It will include qualitative data analysis tied into existing research on the topic of their choice. They will present in a science fair style to teachers and other upperclassmen.

## QUARTER EXAM

### Course Specific Student Expectations:

It is imperative that students pay attention to listed deadlines. This course is structured to mimic a college level child development course, and assignments will build up quickly. Also, students are highly encouraged to either work or volunteer with younger children.

### Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

### GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.



**Electronic Device Policy:** Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

**Computer/Internet Usage Policy:** Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

*Acceptable Use-*

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

**Academic Integrity:** Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately, which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

**Standards/Format for Writing Papers - MLA Format:**

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner

Student name: "Sammy Gompers"



Teacher name: Ms. Chaffee  
Course name, period: English I, Period 3  
Date 06 February 2009

3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in-text citations and works cited is mandatory.

## Important Dates:

### Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

### Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

### Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

### Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_



