Course Outline

COURSE: CD 28B  DIVISION: 50  ALSO LISTED AS:

TERM EFFECTIVE: Spring 2013  CURRICULUM APPROVAL DATE: 02/25/2013

SHORT TITLE: DEV LEARNING ACT FOR FCC

LONG TITLE: Developing Learning Activities for Family Child Care

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<tr>
<td>1</td>
<td>18</td>
<td>Lecture:</td>
<td>1</td>
<td>18</td>
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<tr>
<td></td>
<td></td>
<td>Lab:</td>
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<td>0</td>
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<tr>
<td></td>
<td></td>
<td>Other:</td>
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<td></td>
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<td>Total:</td>
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COURSE DESCRIPTION:

A practical curriculum development course for child care providers. Includes a brief overview of children's learning processes and practical activities. Students will study appropriate curriculum for infants, toddlers, preschool, and school-age children in all areas of development. Students will learn how to set up a family child care environment. This course has the option of a letter grade or pass/no pass.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade
P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Describe the difference between appropriate curriculum for infants, toddlers, preschool, and school-age children.

Measure: oral presentation, written assignments

PLO: 3,4

3/5/2013
2. Describe how a home may be adapted for use as child care facility.
Measure: oral presentation, written assignment, written exam
PLO: 3
ILO: 1,2,3,7
GE-LO:
Year assessed or anticipated year of assessment: 2009-2010

3. Describe how to set up a family child care home and how to equip it.
Measure:
PLO: 3
ILO: 1,2,3,7
GE-LO:
Year assessed or anticipated year of assessment: 2013

4. Describe how to provide learning and care for children of multi-ages.
Measure: oral presentation, written exam, role playing, written assignments
PLO: 3
ILO: 1,2,3,4,6,7
GE-LO:
Year assessed or anticipated year of assessment: 2013

5. Describe similarities and differences between a family child care home and a center.
Measure: written exam, written assignment
PLO: 3
ILO: 1,2,7
GE-LO:
Year assessed or anticipated year of assessment: 2009-2010

6. Describe a schedule for children in a family child care home.
Measure: written exam, written assignment
PLO: 3
ILO: 2,7
GE-LO:
Year assessed or anticipated year of assessment: 2013

7. Describe why activities are important and how they help children - infants, toddlers, preschool, and school-age to develop emotionally, socially, cognitively, and physically.
Measure: oral presentation, role-playing, written assignment
PLO: 3
ILO: 1,2,3,4,6,7
GE-LO:
Year assessed or anticipated year of assessment: 2013
CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 02/25/2013


Student Performance: Take notes on videos and discussions, select chapter to present, and review resource materials for activities.

HW: Prepare for oral and role-playing activities. Write out chapter notes and presentation activities to hand out to class. Develop notebook with handout assignments, chapter presentation notes, activity assignments, video reviews, and class notes.


Student Performance: Complete the rating scale and share responses. Complete a scrambled rating scale and discuss the results. Complete activity sheets: observing the environment, family child care materials inventory, observing group activities, and learning activities. Discuss the handouts in both small and large groups. Take notes.

HW: Prepare for oral and role-playing activities. Write out chapter notes and presentation activities to hand out to class. Continue on notebook.

Week 3 - 3 hours - Content: What Children Are Learning, Caring and Learning, Building Partnerships. Video: Caring for School Agers in Child Care homes and Centers.

Student Outcomes: Presentations by students on the chapters and role-playing two activities related to the chapter. Listen to classmate presentations. Take notes. Discuss video.

HW: Prepare for oral and role-playing activities. Write out chapter notes and presentation activities to hand out to class. Continue on notebook.

Week 4 - 3 hours - Hellos and Good=Byes, Mealtimes, Diapering and Toileting, Sleeping and Resting Routines

Student Outcomes: Presentations by students on the chapters and role-playing two activities related to the chapter. Listen to classmate presentations. Take notes.

HW: Prepare for oral and role-playing activities. Write out chapter notes and presentation activities to hand out to class. Continue on notebook.

Week 5 - 3 hours - Blocks; Dramatic Play; Art; Toys and Games; and Stories and Books - setting up; caring and teaching; and partnering with families.

Student Outcomes: Presentations by students on the chapters and role-playing two activities related to the chapter. Listen to classmate presentations. Take notes.

HW: Prepare for oral and role-playing activities. Write out chapter notes and presentation activities to hand out to class. Continue on notebook. Study for final exam.

Week 6 3 hours - Sand/ Water, Discovery, Music and Movement, Cooking, Computers, Outdoors - setting up, caring and teaching, and partnering with families.

Written Final Exam.

Student Outcomes: Presentations by students on the chapters and role-playing two activities related to the chapter. Listen to classmate presentations. Take notes. Turn in notebooks.

METHODS OF INSTRUCTION:
Lecture; video, textbook discussion; small group work, oral presentation; activity demonstration; reading, writing, and chapter presentation.

METHODS OF EVALUATION:
CATEGORY 1 - The types of writing assignments required:
Percent range of total grade: % to %
If this is a degree applicable course, but substantial writing assignments are not appropriate, indicate reason:
Course primarily involves skill demonstration or problem solving

CATEGORY 2 - The problem-solving assignments required:
Percent range of total grade: 10% to 20%

Other: notebook

CATEGORY 3 - The types of skill demonstrations required:
Percent range of total grade: 45% to 56%
Class Performance/s

CATEGORY 4 - The types of objective examinations used in the course:
Percent range of total grade: 12% to 15%
Other: short answer

CATEGORY 5 - Any other methods of evaluation:
Percent range of total grade: 12% to 16%
video review

REPRESENTATIVE TEXTBOOKS:
Required:
Reading level of text, Grade: 10.7 Verified by: Microsoft Word/ Susan E. Alonzo
Other textbooks or materials to be purchased by the student: none

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
    Transferable CSU, effective 200570
UC TRANSFER:
    Not Transferable

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: I
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: CD
CSU Crosswalk Course Number: 28B
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: C
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000271132
Sports/Physical Education Course: N
Taxonomy of Program: 130500