

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

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
1	18	Lecture:	1	18
		Lab:	0	0
		Other:	0	0
		Total:	1	18

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

ILO: 1,2,3,7

GE-LO:

Year assessed or anticipated year of assessment: 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

Week 1 - 3 hours Content: Course introduction, getting acquainted, The Foundation: Introduction, Applying Research and Theory to Practice, Knowing How Children Develop and Learn. Video: Getting in Tune. Video: How do children learn to think? Review resource materials to select activities for presentation.

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.

Week 2 3 hours - Content: Organizing Your Home and Your Day. What are issues in setting up a family child care home environment? Video: Family day care environments that work. Video: Caring and Learning. Managing the Day. Discussion on managing the day - daily schedule, routines, and dealing with hectic times. Video: The High/Scope Curriculum: It's Implementation in family child care home.

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 Aged 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 classmates 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:

Dodge, Diane Trister & Colker, Laura J., The Creative Curriculum for Family Child Care, 2nd Edition, Teaching Strategies, 2009, or other appropriate college level text.

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