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Non-Credit

NCSV 404 FAMILY CHILD CARE PROVIDER: CURRICULUM DEVELOPMENT

[Edit Course Outline](#)**NCSV 404****FAMILY CHILD CARE PROVIDER: CURRICULUM DEVELOPMENT****Spring 2011****30 hours total.****0 Units****Total Contact Hours: 30** (Total of All Lecture, Lecture/Lab, Lab, and TBA hours X 12)

Lecture Hours:	Lab Hours:	Lecture/Lab:	TBA Hours:	Homework Hours:
2.5	0	0	0	0

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Unlimited Repeatability.**Criteria:** When course is repeated, individual student goals will be reinforced and skills increased.

Status -

Course Status: Active**Grading:** No Credit**Degree Status:** Non-Applicable**Credit Status:** Non-Credit**Degree or Certificate Requirement:** Certificate of Completion (CTE only)**GE Status:** Non-GE

Articulation Office Information -

C.I.D. Notation:**Transferability:** None**Validation:**

Division Dean Information -

Seat Count: 35	Load Factor: .038	FOAP Code: 143201
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Instruction Office Information -

FSA Code:

Distance Learning: no
Stand Alone Designation: no

1. Description -

Introduces families, caregivers and child care providers to developmentally appropriate curriculum. Emphasis will be placed on an overview of educational philosophies, developing age appropriate activities and creating effective learning environments for children birth to pre-adolescence. This is a second course in a sequence of three that leads to a certificate of completion in Family Child Care and prepares students for credit classes in child development.

Prerequisite: NCSV 403

Advisory: Basic skills in English.

2. Course Objectives -

After completing the course the student will be able to:

- A. Describe educational philosophies
- B. Demonstrate the use of effective methods of curriculum development and planning
- C. Apply best practices in setting up quality learning environments

3. Special Facilities and/or Equipment -

None

4. Course Content (Body of knowledge) -

This course will encompass several areas of curriculum development:

- A. Educational Philosophies
 - 1. Developmentally Appropriate
 - 2. Montessori
 - 3. Project Approach
 - 4. English Language Learner
 - 5. Play Based
- B. Curriculum Design
 - 1. Planning integrated curriculum to include areas of learning: language, literacy, math, music, science, art, dramatic play, cooking, etc.
 - 2. Gathering appropriate and affordable materials to prepare activities
 - 3. Implementing curriculum to provide a supportive learning experience
- C. Effective Learning Environments
 - 1. Establishing routines, schedules and systems
 - 2. Creating safe environments that foster autonomy and independence
 - 3. Developing multi-sensory environments to support multiple intelligences
 - 4. Providing culturally and inclusive environments that respect the diversity of children, families and staff

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. In-class evaluations by instructor
- B. Student participation in discussions and activities
- C. Journal writing and reflections
- D. Individual, team and small group demonstrations and role plays
- E. In class writing assignments

7. Representative Text(s) -

Handouts, articles, teacher-developed materials, on-line open resources, videos, DVDs.

8. Disciplines -

Non-Credit Short Term Vocational

9. Method of Instruction -

May include but not limited to:

- A. Lecture
- B. Discussion
- C. Demonstration
- D. Group Work
- E. Role play, case studies, scenarios

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.**12. Examples of Required Reading and Writing and Outside of Class Assignments -**

Sample Reading Assignments:

- A. Developmentally Appropriate Practice In Early Childhood Programs, Carol Copple and Sue Bredekamp (3d ed. 2009)
- B. Anti Bias Education, Louise Derman-Sparks and Julie Olsen Edwards (2010)
- C. The Project Approach, Sylvia Chard (1994)
- D. Designs For Living and Learning, Deb Curtis and Margie Carter (2003)
- E. Preschool English Language Learners, CDE (2007)

"Guidelines for developmentally appropriate practice...The following guidelines address decisions that early childhood professionals make in the five key (and interrelated) areas of practice: (1) creating a caring environment of learners, (2) teaching to enhance development and learning, (3) planning curriculum to achieve important goals, (4) assessing children's development and learning, and (5) establishing reciprocal relationships with families."

Developmentally Appropriate Practice In Early Childhood Programs, Carol Copple and Sue Bredekamp (3d ed. 2009) p.16

Sample Writing Assignments:

- A. Create a curriculum web around an in-depth project topic. List materials that are necessary for developing a specific area of learning – literacy corner, block area, etc. Journal writing reflection entitled, "Creating Welcoming Family Friendly Environments".

13. Need/Justification -

This is the second course in a sequence of three that leads to a Certificate of Completion in Family Child Care and prepares students for credit classes in child development.

Course status: *Active*

Development status: Review1

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