

**CHILD 60 Course Outline as of Fall 1981****CATALOG INFORMATION**

Dept and Nbr: CHILD 60 Title: EARLY CHILD METH-1

Full Title: Early Childhood Methods I

Last Reviewed: 11/9/2009

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

Theory and methods of working with infants, toddlers, and preschool children in a childcare or nursery school setting.

**Prerequisites/Corequisites:**

Course Completion of CDEV C1000 ( or CHLD 10 or CHILD 10 or CHILD 50) and Course Completion of CHLD 51 ( or CHILD 51) and Concurrent Enrollment in CHLD 60.2 ( or CHILD 60.2 or CHILD 60L) OR Course Completion of CHLD 110.1 ( or CHILD110.1) and Course Completion of CHLD 110.2 ( or CHILD110.2) and Course Completion of CHLD 51 ( or CHILD 51) and Concurrent Enrollment in CHLD 60.2 ( or CHILD 60.2 or CHILD 60L) OR Concurrent Enrollment in CHLD 60.2 ( or CHILD 60.2 or CHILD 60L)

**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: Theory &amp; methods of working with infants, toddlers &amp; preschool children in a childcare or nursery school setting. (Grade Only)

Prerequisites/Corequisites: Course Completion of CDEV C1000 ( or CHLD 10 or CHILD 10 or CHILD 50) and Course Completion of CHLD 51 ( or CHILD 51) and Concurrent Enrollment in CHLD 60.2 ( or CHILD 60.2 or CHILD 60L) OR Course Completion of CHLD 110.1 ( or CHILD110.1) and Course Completion of CHLD 110.2 ( or CHILD110.2) and Course Completion of CHLD 51 ( or CHILD 51) and Concurrent Enrollment in CHLD 60.2 ( or CHILD 60.2 or CHILD 60L) OR Concurrent Enrollment in CHLD 60.2 ( or CHILD 60.2 or CHILD 60L)

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

### **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective: Fall 1981	Inactive: Summer 2013
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

### **COURSE CONTENT**

**Outcomes and Objectives:**

The student will:

1. Describe the components of an appropriate learning environment for children indoors and outdoors, to include health & safety guidelines.
2. Define and demonstrate understanding of appropriate interaction and guidance techniques with young children.
3. Describe the role of an early childhood teacher, including qualities and professional characteristics of a good teacher.
4. Plan appropriate curriculum to be used with young children.
5. Define and demonstrate an understanding of a quality relationship between teacher and parents.
6. Describe the various types of special needs children and plan for including them in an early childhood classroom.
7. Demonstrate an understanding of developmentally appropriate practice with infants, toddlers and preschoolers.

**Topics and Scope:**

1. Appropriate physical environments for young children
  - a. Indoor environment

- b. Outdoor environment
- c. Health and safety guidelines.
- 2. Appropriate interactions with children
  - a. NAEYC guidelines for appropriate interactions
  - b. Communication with children
  - c. Guidance strategies
- 3. Role of teacher
  - a. Routines
  - b. Qualities of a teacher / Values
  - c. Role of teacher as professional-Commitment to field/Advocacy
- 4. Appropriate curriculum and activities
  - a. Planning appropriate curriculum in each of the curriculum areas-assessment and planning for individual children
  - b. Multicultural curriculum
- 5. Developing relationships with parents
  - a. on a daily basis
  - b. in conferences
  - c. meetings and workshops
- 6. Working on problems with parents and families regarding their children
- 7. Working with special needs children in a mainstreamed classroom
  - a. identifying problems these children have
- 8. Developmentally Appropriate Practice

**Assignment:**

- 1. Weekly reading assignments.
- 2. Short weekly writing assignments.
- 3. Paper critiquing reading assignment.
- 4. Curriculum plans for young children.

**Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports, Essay exams, Term papers, CURRICULUM PLANS

Writing  
30 - 70%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances

Skill Demonstrations  
20 - 30%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, True/false

Exams  
10 - 40%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

None

Other Category  
0 - 0%

**Representative Textbooks and Materials:**

The Whole Child by Joanne Hendrick Fifth Edition. Published by Merrill. 1992

DEVELOPMENTALLY APPROPRIATE PRACTICE by Bredekamp. by Sue Bredekamp. Published by NAEYC. 1986