

CATALOG INFORMATION

Dept and Nbr: CHILD110.2      Title: DEV TRENDS/CHLD 3-5  
Full Title: Developmental Trends in the Child Age 3-5 Yrs  
Last Reviewed: 1/28/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.50	Lecture Scheduled	3.00	8	Lecture Scheduled	24.00
Minimum	1.50	Lab Scheduled	0	4	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	24.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 48.00

Total Student Learning Hours: 72.00

Title 5 Category: AA Degree Applicable  
Grading: Grade or P/NP  
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP  
Also Listed As:  
Formerly:

**Catalog Description:**  
Ages and stages of 3, 4, & 5-year-old child including physical, intellectual, social, and emotional growth. Emphasis on practical application of principles and adult role in supporting optimal growth. Recommended for childcare personnel, teachers, parents, hospital play aides, recreation workers, home visitors, and social service aides. Observation required.

**Prerequisites/Corequisites:**

**Recommended Preparation:**  
Eligibility for English 100A

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Physical, intellectual, social & emotional growth; adult role in supporting optimal growth. Observation required. (Grade or P/NP)  
Prerequisites/Corequisites:  
Recommended: Eligibility for English 100A  
Limits on Enrollment:

Transfer Credit:

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>		Effective:	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Students will be able to:

1. Define key terms relating to physical, psychosocial, and cognitive development of the 3 through 5-year-olds.
2. Describe normal developmental expectations of a 3, 4, and 5-year-old.
3. Demonstrate appropriate strategies for working with this age group.
4. Translate major developmental theory into real life situations.
5. Distinguish between appropriate and inappropriate practice in adult interactions.
6. Assess whether programs that serve 3 through 5-year-olds are developmentally appropriate or inappropriate.

### **Topics and Scope:**

1. Physical and motor development.
2. Cognitive and language development.
3. Self esteem and social development.
4. Typical concerns of adults working with the 3 through 5-year-old child.
5. Current issues and concerns of this age group.
6. The role of the adult in supporting optimal growth and development.
7. Developmentally appropriate practice in programs that serve children 3 through 5-year-olds.

**Assignment:**

1. Write a naturalist observation of a child in group care.
2. Complete various reaction essays to films, speakers, and hypothetical situations.
3. Complete study questions on reading and class discussions.
4. Complete and document eight hours of participation with 3 through 5-year-olds in a group situation.
5. Answer in essay format, select questions on eight hours participating experience with young children.
6. Study for and complete essay quizzes and final.

### 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, Essay exams, REACTION PAPERS

Writing  
50 - 75%

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

Homework problems, Quizzes, Exams

Problem solving  
10 - 20%

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

Field work

Skill Demonstrations  
5 - 10%

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

Multiple choice, Completion

Exams  
10 - 20%

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

None

Other Category  
0 - 0%

### Representative Textbooks and Materials:

Charlesworth, Rosalind. Understanding Child Development. 3rd Ed.

Delmar Publishers, Inc. Albany, New York, 1992.

Schickendanz, Judith A. Understanding Children. Mayfield Publishing Company. Mountain View, California, 1990.