CHLD 80B: CURRICULUM IN THE HOME

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2021
Units:	2
Hours:	2 lecture per week (24 total per quarter)
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Student Learning Outcomes

- Demonstrate knowledge about developmentally and culturally appropriate practice and their importance to promoting young childrenÕs optimal learning and development
- Understand the role of the environment (home, community, and classroom) on childrenÕs social emotional, physical and cognitive development
- Demonstrate skills to partner with parents about childrenÕs learning objectives and skills to provide documentation about childrenÕs learning to parents.

Description

This course is designed for the nanny working with and providing care and education to young children in the home. This course focuses on designing developmentally appropriate and culturally appropriate curricular activities and enrichment for young children with a focus on using the home environment as the classroom. Emphasis on how to examine and choose materials as well as arrange unique home environments to meet each child's developmental needs within the family setting.

Course Objectives

The student will be able to:

1. Identify the core concepts in various constructivist and emergent curriculum models
2. Demonstrate understanding of developmentally appropriate practice, culturally appropriate practice and inclusive teaching approaches for children of different age levels, abilities and cultures
3. Demonstrate key ways in which the home and community function as an essential component of the curriculum for children under nanny care
4. Formulate and evaluate curriculum plans with regard to family needs and culturally appropriate practice
5. Understand the essential role of the nanny in children's development
6. Learn strategies for building partnerships with parents to support children's learning and development

Course Content

1. Identify the core concepts in constructivist and emergent curriculum models
   a. Understand curriculum as a means of supporting the development of the whole child
   b. Understand the essential role of play-based and connection-based curriculum in children's learning
   c. Define and explain constructivist theory and open-ended exploration as it relates to planning for young children
   d. Understand the role of attachment theory in building a relationship between nanny and child, nanny and parent, and parent and child as foundational for children's learning
2. Demonstrate understanding about developmentally appropriate practice, culturally appropriate practice and inclusive teaching approaches for children of different ages, levels, abilities and cultures
   a. Define and discuss the principles of developmentally appropriate and culturally appropriate practices
   b. Define inclusive teaching approaches for children of different ages, levels, abilities and cultures
   c. Examine FCERS assessment instruments
   d. Review social-emotional and cognitive developmental milestones for children at various ages
3. Demonstrate key ways in which the home and community function as an essential component of curriculum for children ages birth to six years
   a. Understand the role of the environment as a teacher
   b. Look at the environment from the child's perspective
   c. Learn how to adapt the home to be a quality learning environment
   d. Demonstrate knowledge in selecting safe, comfortable, natural places to explore and learn, within the home, in the yard, and in the community
   e. Create a home environment that supports responsive caregiving and feelings of competence in young children
   f. Learn how altering aspects of environments can decrease challenging behaviors
   g. Learn how to partner with parents to adapt the home environment
4. Formulate and evaluate curriculum plans
   a. Adapt emergent curriculum and constructivism to the home environment
   b. Identify criteria for examining developmentally appropriate materials
   c. Understand the differences between open-ended and structured materials
   d. Understand advantages and disadvantages of using technology in the home
   e. Address the four developmental competencies (cognitive, social/emotional, physical, language and literacy) within each curricular area
   f. Create curricular activities which affirm developmentally and culturally appropriate practices
   g. Scaffold curricular activities to support the individual child's growth and development
   h. Partner with parents in determining appropriate educational goals and assessment tools
5. Understand the essential role of the nanny in children's development

    a. Understand and implement best practices in building a strong relationship between nanny and child using connection-based theory and strategies

    b. Recognize the role of the nanny in a child's developing sense of self

    c. Demonstrate knowledge of attachment theory and its impact on lifelong learning and development

    d. Demonstrate understanding of growth mindset

    e. Learn various models of positive communication such as RIE

    f. Demonstrate understanding of the importance of positive language and supportive communication in children's relationship to learning

    g. Demonstrate understanding of nanny sensitivity and respect for the child

    h. Use observation to plan activities and materials that are appropriate to the child/ren

    i. Learn self-reflective strategies and practices

    j. Learn how to utilize community resources and allied professionals as consultants and support system

    k. Understand nanny as role model

6. Build partnerships with parents to support children's learning and development

    a. Nannies recognize parents as a source of information about children and engage them in planning for their children

    b. Demonstrate understanding that a trusting strong relationship between parents and nannies is essential for children's growth and development

    c. Develop documentation plans to share with parents

    d. Develop culturally appropriate communication strategies to partner with parents

    e. Develop communication strategies between parents and nanny around children's development

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Class discussion
In-class activities
Program observation assignments
Midterm examination
Oral presentations and demonstration

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
Discussion
Cooperative learning exercises

Oral presentations
Demonstration

Representative Text(s) and Other Materials

Carter, D., and M. Curtis. Learning together with Young Children. 2008.

Epstein, A.. The Intentional Teacher. 2014.

Lansbury, J.. Elevating Childcare: A Guide To Respectful Parenting. 2014.

Wanerman, T.. From Handprints to Hypotheses. Using Project Approach with Toddlers and Twos. 2013.

Wipfler, P., and T. Schore. Listen. 2016.

Despite the age of some of these texts, they remain relevant.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading and study of the text(s).
2. Reading and written response to test questions, assignments and relevant articles and readers.
3. Reaction writing assignments to video viewings and experiences, such as research projects and field trips.
4. Research, planning and written evaluation of individual or group creative projects.

Discipline(s)

Child Development/Early Childhood Education