Representing Alabama’s Public Two-Year College System

I. CGM 202 Children’s Creative Experiences

II. COURSE HOURS

- 3 Credit Hours
- _ Theory credit hour
- 0 Lab credit hours
- _ Clinical credit hour
- 3 Contact hours

III. CLASS MEETING DATES/TIMES/LOCATION

Mon. & Tues. 10:30-11:45 – Building 100 Rm 108

IV. INSTRUCTOR, CONTACT INFORMATION, CONTACT POLICY

OFFICE HOURS/LOCATION

Ms. Jennifer Y. Rabb
jrabb@rstc.edu
(251) 578-1313 ext. 158

V. COURSE DESCRIPTION

This course focuses on fostering creativity in preschool children and developing a creative attitude in teachers. Topics include selecting and developing creative experiences in language arts, music, art, science, math and movement with observation and participation with young children required. Upon completion
students should be able to select and implement creative and age-appropriate experiences for young children.

VI. PREREQUISITE(S) / CO-REQUISITES(S)
Prerequisites: None

VII. TEXTBOOK(S) AND OTHER LEARNING RESOURCES
Mary, Mayesky. Creative Activities for Young Children. 10th edition
ISBN 13: 9781412934480

VIII. PROFESSIONAL COMPETENCIES/OBJECTIVES
• Provide materials that foster creative and aesthetic development in children.
• Value creativity and aesthetic development in children.
• Provide developmentally appropriate activities for creative experiences for children.
• Use an art program to enhance the total, social, emotional, physical, and cognitive growth of young children.
• Value the use of art programs to enhance the social, emotional, physical, and cognitive development of children.

IX. EVALUATION AND ASSESSMENT
A student’s final grade in this course is based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
<td>90-100 A</td>
</tr>
<tr>
<td>Projects</td>
<td>40%</td>
<td>80-89 B</td>
</tr>
<tr>
<td>Final</td>
<td>50%</td>
<td>70-79 C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60-69 D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Below 60 F</td>
</tr>
</tbody>
</table>

X. ATTENDANCE
Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should WITHDRAW from the class before poor attendance interferes with the student’s ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

XI. STATEMENT ON DISCRIMINATION/HARASSMENT
The college and the Alabama Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual’s race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.
XII. AMERICANS WITH DISABILITIES

The Rehabilitation Act of 1973 (Section 504) and the American with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student’s responsibility to provide appropriate disability documentation to the college. Please contact the ADA representative on campus for assistance.

XIII. COURSE CALENDAR

Week 1—Section 1 (Fostering Creativity and Aesthetics in Young Children) discussion
Week 2—Cont. / Film/
Week 3—Classroom Projects/ Section 2 (Planning and Implementing Creative Activities) discussion
Week 4—Cont. / (Art and Dev) discussion? Class activity
Week 5—Section 4 (Early Childhood Art Program) discussion/
Week 6—Discussion
Week 7—Section 5 (Play, Dev and Creativity) film/ project (creative)
Week 8—Section 6 (Creative Activities in Other Curriculum Areas) discussion
Week 9—Cont. / group projects
Week 10—
Week 11—Section 7 (Creative Celebrations-Holidays) discussion
Week 12—Class project / discussion
Week 13—Section 8 (Seasons) discussion
Week 14—Cont. / discussion / review Final

FINAL

XIV. OUTLINE OF MODULE

MODULE A- FOSTERING CREATIVITY IN THE CURRICULUM
• Creativity
  - Define creativity
  - Importance of process over product
  - Relationship between creativity and the curriculum
  - Role of play and exploration in promoting creativity
  - Importance of dramatic play to young child’s development

• Aesthetics
  - Guidelines to help children work with aesthetic materials
  - Guidelines to use in talking with children about their art projects

• The teacher’s role as a facilitator
  - Planning appropriate transitional experiences
  - Utilizing media to promote creativity
  - Characteristics of developmentally appropriate practices in media
  - Appropriate physical environment
  - Activities/ Interest Centers
  - Safety Factors in selecting equipment
  - Guidelines for planning fine and gross motor activities
  - Creative movement activities that aid in development of fine and gross motor skills
  - Importance of anti-bias celebration activities

• Ways children develop language activities
  - Emergent literacy and the various skills involved
  - Environmental print
  - Bilingual / bicultural young children in language development

• Science and Math
  - Science education and its place in the early childhood program
  - Discovery center and its importance in the early childhood program
  - Development patterns of learning mathematical ideas
  - Mathematics in learning centers

Concepts of “self” in a social sense that a young child learns
MODULE B – THE ARTS AND THE YOUNG CHILD

- Developmental levels and stages of visual art for children
- Enhancing a child’s self-concept through the arts
  - Visual
  - Dance
  - Music
  - Drama
- Child to child and child to teacher relationships
- Motor development-fine and gross motor skills

STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>PROFESSIONAL COMPETENCIES</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>KSA Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.0 Provide materials that foster creative and aesthetic development in children.</td>
<td>A1.1 Select developmentally appropriate materials that foster creative and aesthetic development in children.</td>
<td>2</td>
</tr>
<tr>
<td>A2.0 Value creativity and aesthetic development in children.</td>
<td>A2.1 This competency is measured affectively.</td>
<td>A</td>
</tr>
<tr>
<td>A3.0 Provide a developmentally appropriate activities for creative experiences for children.</td>
<td>A3.1 Design an appropriate classroom environment that provide opportunities that guide children’s creative and aesthetic development.</td>
<td>3</td>
</tr>
</tbody>
</table>

LEARNING OBJECTIVES

A1.1.1 Define creativity.
A1.1.2 Explain the importance of process over product.
A1.1.3 Describe the relationship between creativity and the curriculum.
A1.1.4 Describe the role of play and exploration in promoting creativity.
A1.1.5 Define aesthetics.
A1.1.6 List guidelines to help children work with aesthetic materials.
A1.1.7 List guidelines to use in talking with children about their art work.
| A2.1.1 | State the value of creative and aesthetic development of children. | A |
| A2.1.2 | Prioritize behaviors associated with creative and aesthetic development of children. | A |
| A3.1.1 | Explain the teachers role as a facilitator. | c |
| A3.1.2 | Describe elements of transitions. | c |
| A3.1.3 | Describe the use of various media in promoting creativity. | B |
| A3.1.4 | Describe an appropriate physical environment. | A |
| A3.1.5 | Identify characteristics of activities/interest centers. | c |
| A3.1.6 | List important factors when selecting equipment. | c |
| A3.1.7 | List characteristics of developmentally appropriate practices in media. | A |
| A3.1.8 | Discuss the importance of dramatic play to children's development. | c |
| A3.1.9 | List guidelines for planning fine and gross motor activities for children. | B |
| A3.1.10 | List creative movement activities that help children develop fine and gross motor skills. | B |
| A3.1.11 | Describe ways in which children develop language skills. | B |
| A3.1.12 | Discuss how to work with bilingual and bicultural children in language development. | B |
| A3.1.13 | Discuss science education and its place in the early childhood program. | B |
| A3.1.14 | Discuss the discovery center and its importance in the early childhood program. | c |
| A3.1.15 | Explain the developmental pattern of learning mathematical ideas. | |
| A3.1.16 | Discuss how mathematics learning occurs in learning centers in the early childhood classroom. | |
| A3.1.17 | Describe the concepts a child learns about him or herself in a social sense. | |
| A3.1.18 | Explain the importance of anti-bias celebration activities. | |
Children’s Growth and Development

**MODULE A OUTLINE**

- Creativity
  - Define creativity
  - Importance of process over product
  - Relationship between creativity and the curriculum
  - Role of play and exploration in promoting creativity
  - Importance of dramatic play to young child’s development
- Aesthetics
  - Guidelines to help children work with aesthetic materials
  - Guidelines to use in talking with children about their art projects
- The teacher’s role as a facilitator
  - Planning appropriate transitional experiences
  - Utilizing media to promote creativity
  - Characteristics of developmentally appropriate practices in media
  - Appropriate physical environment
  - Activities/Interest Centers
  - Safety Factors in selecting equipment
  - Guidelines for planning fine and gross motor activities
  - Creative movement activities that aid in development of fine and gross motor skills
  - Importance of anti-bias celebration activities
- Ways children develop language skills
  - Emergent literacy and the various skills involved
  - Environmental print
  - Bilingual/bicultural young children in language development
- Science and Math
  - Science education and its place in the early childhood program
  - Discovery center and its importance in the early childhood program
  - Developmental patterns of learning mathematical ideas
  - Mathematics in learning centers
  - Concepts of “self” in a social sense that a young child learns
## MODULE B – THE ARTS AND THE YOUNG CHILD

<table>
<thead>
<tr>
<th>PROFESSIONAL COMPETENCIES</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>KSA Indicators</th>
</tr>
</thead>
</table>
| B1.0 Use art programs to enhance the social, emotional, physical, and cognitive growth of young children. | **B1.1** Observe and document the impact of creative experiences on the social, emotional, physical, and cognitive growth of children.  
**B1.2** Develop a curriculum that incorporates art programs to enhance the social, emotional, physical, and cognitive growth in children. | 3 |
| B2.0 Value the use of art programs to enhance the social, emotional, physical, and cognitive development of children. | **B2.1** This competency is measured affectively. | A |

### LEARNING OBJECTIVES

- **B1.1.1** Explain developmental levels and stages of visual art in children.  
- **B1.1.2** Describe how the arts enhance children’s self-concept and self-acceptance.  
- **B1.1.3** Describe how the arts enhance social and emotional growth.  
- **B1.1.4** Describe how the arts enhance children’s cognitive and motor development.  
- **B2.1.1** State the value of the arts programs in development of children.

### MODULE B OUTLINE:

- Developmental levels and stages of visual art for children
- Enhancing a child’s self-concept through the arts
  - Visual
  - Dance
  - Music
  - Drama
- Child to child and child to teacher relationships
- Motor development-fine and gross motor skills
Children’s Growth and Development

LEARNING OBJECTIVES TABLE OF SPECIFICATIONS

The table below identifies the percentage of cognitive objectives for each module. Instructors should develop sufficient numbers of test items at the appropriate level of evaluation.

<table>
<thead>
<tr>
<th>Module</th>
<th>Facts/ Nomenclature</th>
<th>Principles/ Procedures</th>
<th>Analysis/ Operating Principles</th>
<th>Evaluation/ Complete Theory</th>
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</thead>
<tbody>
<tr>
<td>Module A</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
<td>0</td>
</tr>
<tr>
<td>Module B</td>
<td>0</td>
<td>100%</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Learner’s Knowledge, Skills and Abilities

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Key Terms</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1         | Limited Knowledge and Proficiency | • Recognize basic information about the subject including terms and nomenclature.  
• Students must demonstrate ability to recall information such as facts, terminology or rules related to information previously taught.  
• **Performs simple parts** of the competency. Student requires close supervision when performing the competency. |
| 2         | Moderate Knowledge and Proficiency | • Distinguish relationships between general principles and facts. Adopts prescribed methodologies and concepts.  
• Students must **demonstrate understanding of multiple facts and principles** and their relationships, and differentiate between elements of information. Students state ideal sequence for performing task.  
• **Performs most parts** of the competency with instructor assistance as appropriate. |
| 3         | Advanced Knowledge and Proficiency | • Examines conditions, findings, or other relevant data to select an appropriate response.  
• The ability **to determine why and when** a particular response is appropriate and **predict anticipated outcomes**.  
• Students demonstrate their ability to seek additional information and incorporate new findings into the conclusion and justify their answers.  
• **Performs all parts** of the competency without instructor assistance. |
| 4         | Superior Knowledge and Proficiency | • Assessing conditions, findings, data, and relevant theory to formulate appropriate responses and develop procedures for situation resolution. Involves **higher levels of cognitive reasoning**.  
• Requires students to formulate connections between relevant ideas and observations.  
• Students apply judgments to the value of alternatives and select the most appropriate response.  
• Can instruct others how to do the competency.  
• **Performs competency quickly and accurately**. |
| A         | Affective Objective | • Describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection.  
• Objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. |
Children’s Growth and Development

- Expressed as interests, attitudes, appreciations, values, and emotional sets or biases.
XVI. STUDENT ACKNOWLEDGEMENT FORM

We have read and discussed the entire syllabus for this class, and I fully understand its contents on this date.

______________________________________Date

_______________________________________Student printed name

_______________________________________Student Signature
Representing Alabama’s Public Two-Year College System

I. CGM 217 Math and Science for Young Children

II. COURSE HOURS

- 3 Credit Hours
- 0 Theory credit hour
- 0 Lab credit hours
- 0 Clinical credit hour
- 3 Contact hours

III. CLASS MEETING DATES/ TIMES/LOCATION

Mon.& Tues. 9:50 am - 11:45 am  Bldg 100  Rm 108

IV. INSTRUCTOR, CONTACT INFORMATION, CONTACT POLICY

OFFICE HOURS/LOCATION

Ms. Jennifer Y. Rabb
jrabb@rstc.edu
(251) 578-1313 ext.158
Office hours: Mon- Tues- Wed- Thurs- 1:30-3:00pm
Fridays -8:30- 10:00 am

VI. COURSE DESCRIPTION

This course provides students with information on children’s conceptual development and the fundamental basic concepts of both math and science. Students learn various techniques for planning, implementing and evaluating developmentally appropriate activities. Students will also learn about integrated curriculum. This is a CORE course. This course supports code 19.0708.
V. TEXTBOOK(S) AND OTHER LEARNING RESOURCES
Charlesworth, Rosalind  8th Ed. Math & Science for Young Children
CENGAGE LEARNING  9781305088938

IX. PROFESSIONAL COMPETENCIES / OBJECTIVES
• Explain concept development in math and science
• Explain fundamental concepts and skills in science and math.
• Explain how to assist children with applying fundamental concepts, attitudes and skills in math and science.
• Explain how to assist children with developing and acquiring higher level activities.
• Explain how to assist children with using symbols and higher level activities.
• Explain how to assist children with developing and acquiring fundamental skills with science investigation
• Explain how to assist children with developing and acquiring knowledge of the use of math and science in their environment.

X. Assignments are on Page 6.

XI. EVALUATION AND ASSESSMENT
A student’s final grade in this course is based on the following:

| Assignments | 80% | 90-100 | A |
| Final | 20% | 80-89 | B |
|         |     | 70-79  | C |
|         |     | 60-69  | D |
|         |     | Below 60 | F |
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COURSE OUTLINE:

MODULE A- CONCEPT DEVELOPMENT IN MATH AND SCIENCE

- Developing and acquiring math and science concepts
- Problem solving techniques
- Assessing math and science developmental levels
- The basics of science
- Using science concepts
- Planning

MODULE B- FUNDAMENTAL CONCEPTS AND SKILLS

- Early math conceptual skills
  - One on one correspondence
  - Number sense and counting
  - Logic and classifying
  - Comparing
  - Early geometry
  - Shape
  - Spatial sense
  - Parts and wholes
- Fundamental concepts of science

MODULE C- APPLYING FUNDAMENTAL CONCEPTS, ATTITUDES, SKILLS

- Fundamental math concepts
  - Ordering
  - Seriation
  - Patterning
  - Measuring
  - Volume
  - Length
  - Weight
  - Temperature
  - Time
Interpreting data using graphs
Application of fundamental concepts in preprimary science
Integrating the curriculum through dramatic play and thematic units and projects

MODULE D- SYMBOLS AND HIGHER LEVEL ACTIVITIES

- Groups and symbols
- Higher level activities and concept

MODULE E- HIGHER LEVEL MATH CONCEPTS

- Operations with whole numbers
- Patterns
- Fractions
- Numbers above 10
- Place value
- Geometry, data collection, and algebraic thinking
- Measurement with standard units and metrics

MODULE F-SCIENTIFIC INVESTIGATION

- Primary science
- Life science
- Physical science
- Earth and space
- Environmental awareness
- Health and nutrition

MODULE G-MATH AND SCIENCE ENVIRONMENT

- Material and resources for math and science
- Math and science in action

Math and science in the home STUDENT LEARNING OUTCOMES
**MODULE A – CONCEPT DEVELOPMENT IN MATH AND SCIENCE**

<table>
<thead>
<tr>
<th>PROFESSIONAL COMPETENCIES</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>KSA Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.0 Explain concept development in math and science.</td>
<td>A1.1 The competency is measured cognitively.</td>
<td>2</td>
</tr>
</tbody>
</table>

**LEARNING OBJECTIVES**

A1.1.1 Describe how children develop and acquire math and science concepts. 2

A1.1.2 Describe how problem solving promotes concept development in young children. 2

A1.1.3 Describe how to assess children’s math and science developmental levels. 2

A1.1.4 Explain the basics of science 3

A1.1.5 Describe how to plan for science instruction. 2

**MODULE A OUTLINE:**

- Developing and acquiring math and science concepts
- Problem solving techniques
- Assessing math and science developmental levels
- The basics of science
- Using science concepts
- Planning for science

**MODULE B – FUNDAMENTAL CONCEPTS IN SCIENCE**

<table>
<thead>
<tr>
<th>PROFESSIONAL COMPETENCIES</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>KSA Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1.0 Explain fundamental concepts and skills in science and math.</td>
<td>B1. Create a portfolio of developmentally appropriate activities to foster the acquisition of science and math concepts and skills in young children.</td>
<td>2</td>
</tr>
</tbody>
</table>

**LEARNING OBJECTIVES**
B1.1.1 Explain concepts related to developing math skills.  
B1.1.2 Explain how to assist children with developing math conceptual skills.  
B1.1.3 Explain concepts related to developing science skills.  
B1.1.4 Explain how to assist children with developing science concepts. 

**MODULE B OUTLINE:**

- Early math conceptual skills
  - One on one correspondence
  - Number sense and counting
  - Logic and classifying
  - Comparing
  - Early geometry
    - Shape
    - Spatial sense
  - Parts and wholes
- Fundamental concepts of science
### MODULE C – APPLYING FUNDAMENTAL CONCEPTS, ATTITUDES, AND SKILLS

<table>
<thead>
<tr>
<th>PROFESSIONAL COMPETENCIES</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>KSA Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1.0 Explain how to assist children with applying fundamental concepts, attitudes and skills in math and science.</td>
<td>C1.1. Create a portfolio of developmentally appropriate activities to assist children with applying fundamental concepts, attitudes, and skills in math and science.</td>
<td>3</td>
</tr>
</tbody>
</table>

#### LEARNING OBJECTIVES

- **C1.1.1** Explain various fundamental math concepts.  
  | 2 |
- **C1.1.2** Explain techniques for assisting children with applying fundamental math concepts.  
  | 3 |
- **C1.1.3** Explain techniques for assisting children with applying fundamental science concepts.  
  | 3 |
- **C1.1.4** Explain how to integrate dramatic play and thematic units and projects into math and science curriculum.  
  | 3 |

#### MODULE C OUTLINE:

- **Fundamental math concepts**
  - Ordering
  - Seriation
  - Patterning
  - Measuring
    - Volume
    - Length
    - Weight
    - Temperature
    - Time
    - Interpreting data using graphs
- **Application of fundamental concepts in preprimary science**
- **Integrating the curriculum through dramatic play and thematic units and projects**
### MODULE D – SYMBOLS AND HIGHER LEVEL ACTIVITIES

<table>
<thead>
<tr>
<th>PROFESSIONAL COMPETENCIES</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>KSA Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1.0 Explain how to assist children with using symbols and higher level activities.</td>
<td>D1.1. Create a portfolio of developmentally appropriate activities to assist children with using symbols and higher level activities in math and science.</td>
<td>2</td>
</tr>
</tbody>
</table>

**LEARNING OBJECTIVES**

- D1.1.1 Describe groups and symbols for math concepts.
- D1.1.2 Describe groups and symbols for science concepts.
- D1.1.3 Describe techniques used to assist children with developing higher level activities and concepts.

**MODULE D OUTLINE:**

- Groups and symbols
- Higher level activities and concepts

### MODULE E – HIGHER LEVEL MATH CONCEPTS

<table>
<thead>
<tr>
<th>PROFESSIONAL COMPETENCIES</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>KSA Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1.0 Explain how to assist children with developing and acquiring higher level math concepts.</td>
<td>E1.1. Create a portfolio of developmentally appropriate activities to assist children with developing and acquiring higher level math concepts.</td>
<td>2</td>
</tr>
</tbody>
</table>

**LEARNING OBJECTIVES**

- E1.1.1 Explain how to assist children with developing and acquiring various higher level math concepts.

**MODULE E OUTLINE:**

- Operations with whole numbers
- Patterns
- Fractions
- Numbers above 10
- Place value
- Geometry, data collection, and algebraic thinking
- Measurement with standard units and metrics
### MODULE F – SCIENCE INVESTIGATION

<table>
<thead>
<tr>
<th>PROFESSIONAL COMPETENCIES</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>KSA Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1.0 Explain how to assist children with developing and acquiring fundamental skills with science investigation. (B)</td>
<td>F1.1. Create a portfolio of developmentally appropriate activities to assist children with developing and acquiring skills for science investigation.</td>
<td>2</td>
</tr>
</tbody>
</table>

### LEARNING OBJECTIVES

F1.1.1 Explain how to assist children with developing and acquiring fundamental skills with science investigation.

### MODULE F OUTLINE:

- Primary science
- Life science
- Physical science
- Earth and space
- Environmental awareness
- Health and nutrition

### MODULE G – MATH AND SCIENCE ENVIRONMENT

<table>
<thead>
<tr>
<th>PROFESSIONAL COMPETENCIES</th>
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<th>KSA Indicator</th>
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</thead>
<tbody>
<tr>
<td>G1.0 Explain how to assist children with developing and acquiring knowledge of the use of math and science in their environment.</td>
<td>G1.1. Create a portfolio of developmentally appropriate activities to assist children with developing and acquiring knowledge of the use of math and science in their environment.</td>
<td>2</td>
</tr>
</tbody>
</table>

### LEARNING OBJECTIVES

G1.1.1 Explain how to assist children with developing and acquiring knowledge of the use of math and science in their environment.

### MODULE G OUTLINE:

- Materials and resources for math and science
- Math and science in action
- Math and science in the home
LEARNING OBJECTIVES TABLE OF SPECIFICATIONS

The table below identifies the percentage of cognitive objectives for each module. **Instructors should develop sufficient numbers of test items at the appropriate level of evaluation.**

<table>
<thead>
<tr>
<th>Module</th>
<th>Limited Knowledge and Proficiency (1)</th>
<th>Moderate Knowledge and Proficiency (2)</th>
<th>Advanced Knowledge and Proficiency (3)</th>
<th>Superior Knowledge and Proficiency (4)</th>
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</thead>
<tbody>
<tr>
<td>Module A</td>
<td>0</td>
<td>60%</td>
<td>40%</td>
<td>0</td>
</tr>
<tr>
<td>Module B</td>
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<td>100%</td>
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<td>0</td>
</tr>
<tr>
<td>Module C</td>
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<td>25%</td>
<td>75%</td>
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<td>Module D</td>
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<td>Module F</td>
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<td>Module G</td>
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<td>Indicator</td>
<td>Key Terms</td>
<td>Description</td>
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<td></td>
</tr>
</tbody>
</table>
| 1         | Limited Knowledge and Proficiency | • Recognize basic information about the subject including terms and nomenclature.  
• Students must demonstrate ability to **recall information** such as facts, terminology or rules related to information previously taught.  
• **Performs simple parts** of the competency. Student requires close supervision when performing the competency. |
| 2         | Moderate Knowledge and Proficiency| • Distinguish relationships between general principles and facts. Adopts prescribed methodologies and concepts.  
• Students must **demonstrate understanding of multiple facts and principles** and their relationships, and differentiate between elements of information. Students state ideal sequence for performing task.  
• **Performs most parts** of the competency with instructor assistance as appropriate. |
| 3         | Advanced Knowledge and Proficiency| • Examines conditions, findings, or other relevant data to select an appropriate response.  
• The ability **to determine why and when** a particular response is appropriate and **predict anticipated outcomes**.  
• Students demonstrate their ability to seek additional information and incorporate new findings into the conclusion and justify their answers.  
• **Performs all parts** of the competency without instructor assistance. |
| 4         | Superior Knowledge and Proficiency| • Assessing conditions, findings, data, and relevant theory to formulate appropriate responses and develop procedures for situation resolution. Involves **higher levels of cognitive reasoning**.  
• Requires students to formulate connections between relevant ideas and observations.  
• Students apply judgments to the value of alternatives and select the most appropriate response.  
• Can instruct others how to do the competency.  
• **Performs competency quickly and accurately.** |
| A         | Affective Objective                | • Describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection.  
• Objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience.  
• Expressed as interests, attitudes, appreciations, values, and emotional sets or biases. |
We have read and discussed the entire syllabus for this class, and I fully understand its contents on this date.

_________________________________________ Date

_________________________________________ Student printed name

_________________________________________ Student Signature
COURSE DESCRIPTION
This course introduces childcare providers to important issues in parenting education, beginning with prenatal concerns and continuing through childhood years. Emphasis is placed on using effective parenting and childrearing practices including appropriate guidance methods. Students learn to apply parenting skills for diverse families. Upon completion, students will be more effective in working with families and young children.

CREDIT HOURS
Theory 3 credit hours
Lab 0 credit hours
Total 3 credit hours

NOTE: Theory credit hours are a 1:1 contact to credit ratio. Colleges may schedule practical lab hours as 3:1 or 2:1 contact to credit ratio. Clinical hours are 3:1 contact to credit ratio. (Ref Board Policy 705.01)
PREREQUISITE COURSES
As required by college

CO-REQUISITE COURSES
As required by college

PROFESSIONAL COMPETENCIES
- Explain concepts, changes, and challenges in the family.
- Develop an appreciation for the concepts, changes, and challenges in parenting.
- Explain the impact of diverse cultures on parenting.
- Develop an appreciation for the impact of diverse cultures on parenting.
- Identify alternatives to biological parenthood.
- Develop an awareness of the impact of alternatives to biological parenthood on parenting skills.

INSTRUCTIONAL GOALS

Cognitive: Comprehend knowledge of working effectively with parents.

Performance: Apply knowledge of working effectively with parents.

Affective: Value the importance of working effectively with parents.

STUDENT OBJECTIVES

Condition Statement: Unless otherwise indicated, evaluation of student’s attainment of objectives is based on knowledge gained from this course. Specifications may be in the form of, but not limited to, cognitive skills diagnostic instruments, manufacturer’s specifications, technical orders, regulations, national and state codes, certification agencies, locally developed lab/clinical assignments, or any combination of specifications. This course is based on National Association for the Education of Young Children (NAEYC) standards.
STUDENT LEARNING OUTCOMES

MODULE A – CONCEPTS, CHANGES, AND CHALLENGES IN PARENTING

<table>
<thead>
<tr>
<th>PROFESSIONAL COMPETENCIES</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>KSA Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.0 Explain concepts, changes, and challenges in the family.</td>
<td>A1.1 This competency is measured cognitively.</td>
<td>2</td>
</tr>
<tr>
<td>A2.0 Develop an appreciation for the concepts, changes, and challenges in parenting.</td>
<td>A2.1 This competency is measured affectively.</td>
<td>A</td>
</tr>
</tbody>
</table>

LEARNING OBJECTIVES

A1.1.1 Define parenting 1
A1.1.2 Describe characteristics of parenthood 2
A1.1.3 Describe the role of parents as caregivers. 2
A1.1.4 Describe concepts related to specified parenting behaviors. 2
A1.1.5 Describe concepts related to changes and challenges in the family. 2

MODULE A OUTLINE:

- Concepts in parenting
  - Definition of parenting
  - Parenthood
  - Parents as caregivers
  - Parenting behaviors
    - Communication
    - Guidance
    - Other behaviors
- Changes and challenges in the family
  - Parenting and other roles
  - Nuclear family
  - Awareness of developmental characteristics and behaviors
    - Ages
    - Stages
  - Current and future issues
  - High risk families
    - Definition
    - Teen parents
    - Impact of homelessness
    - Children with special needs
    - Long-term illness
    - Substance abuse
    - Other issues
  - Childcare options
## MODULE B – DIVERSE FAMILY TYPES

<table>
<thead>
<tr>
<th>PROFESSIONAL COMPETENCIES</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>KSA Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1.0 Explain the impact of diverse cultures on parenting.</td>
<td>B1.1 This competency is measured cognitively.</td>
<td>2</td>
</tr>
<tr>
<td>B2.0 Develop an appreciation for the impact of diverse cultures on parenting.</td>
<td>B2.1 This competency is measured cognitively.</td>
<td>A</td>
</tr>
</tbody>
</table>

### LEARNING OBJECTIVES

- B1.1.1 Define culture.
- B1.1.2 Explain the impact of cultural influences on parenting.
- B1.1.3 Describe examples of diverse family cultural groups.
- B1.1.4 Describe intra-cultural families.
- B1.1.5 Describe parenting roles in blended families.
- B1.1.6 Describe the impact of different lifestyles on parenting roles.

### MODULE B OUTLINE:

- Parenting in diverse cultures
  - Definition of culture
  - Impact of cultural influences
  - Examples of diverse family cultural groups
  - Intra-cultural families
- Parenting Roles
  - Blended families
  - Different lifestyles
MODULE C - ALTERNATIVES TO BIOLOGICAL PARENTHOOD

<table>
<thead>
<tr>
<th>PROFESSIONAL COMPETENCIES</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>KSA Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1.0 Identify alternatives to biological parenthood.</td>
<td>C1.1 This competency is measured cognitively</td>
<td>2</td>
</tr>
<tr>
<td>C2.0 Develop an awareness of the impact of alternatives to biological parenthood on parenting skills.</td>
<td>C2.0 This competency is measured cognitively.</td>
<td>A</td>
</tr>
</tbody>
</table>

LEARNING OBJECTIVES

C1.1.1 Describe the role of foster parenthood. 2
C1.1.2 Describe challenges for foster care. 2
C1.1.3 Describe factors affecting foster care. 2
C1.1.4 Describe the impact of foster parenthood on siblings. 2
C1.1.5 Describe outcomes and challenges of adoption. 2
C1.1.6 Describe impact of adoption on parenting skills. 2
C1.1.7 Describe various methods of assisted reproduction. 2
C1.1.8 Describe the impact of various methods of assisting reproduction on parenting skills. 2

MODULE C OUTLINE:

- Foster Parenthood
  - Role of foster parenthood
  - Challenges for foster care
  - Factors affecting foster care
  - Siblings in foster care
- Adoption
  - Outcomes
  - Challenges
- Assisted reproduction
  - Artificial reproduction
  - In vitro fertilization
  - Surrogate mothers
  - Ovum transfer
LEARNING OBJECTIVES TABLE OF SPECIFICATIONS

The table below identifies the percentage of cognitive objectives for each module. **Instructors should develop sufficient numbers of test items at the appropriate level of evaluation.**

<table>
<thead>
<tr>
<th>Module</th>
<th>Limited Knowledge and Proficiency</th>
<th>Moderate Knowledge and Proficiency</th>
<th>Advanced Knowledge and Proficiency</th>
<th>Superior Knowledge and Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A</td>
<td>20%</td>
<td>80%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Module B</td>
<td>17%</td>
<td>83%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Module C</td>
<td>-</td>
<td>100%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Learner’s Knowledge, Skills and Abilities**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Key Terms</th>
<th>Description</th>
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Representing Alabama’s Public Two-Year College System

I. CGM 231 After School Programming

II. COURSE HOURS

- 0 Credit Hours
- _ Theory credit hour
- 6 Lab credit hours
- _ Clinical credit hour
- 3 Contact hours

III. CLASS MEETING DATES/ TIMES/LOCATION

TBA – Bld. 100 Rm. 108

IV. CLINICAL DATES/ TIMES / LOCATION Hillcrest High School

V. INSTRUCTOR, CONTACT INFORMATION, CONTACT POLICY OFFICE

OFFICE HOURS/LOCATION

Jennifer Y. Rabb / Willie M. Williams
jrabb@rstc.edu
(251) 578-1313 ext. 159 Bldg. 100 Rm 108

Office hours: Mon- Tues- Wed- Thurs 2:30 pm – 3:30 pm
Fridays- 8:00-11:00 am

VI. COURSE DESCRIPTION:

The course provides a minimum of 90 hours of hands-on, supervised practical experience in an approved program for high school children. Students will develop a
portfolio documenting experiences gained during this course.

VII. PREREQUISITE(S)/CO-REQUISITE(S)
Prerequisites: Permission from the instructor
*TB test required

Co-requisites:

VIII. TEXTBOOK(S) AND OTHER LEARNING RESOURCES
None at this time.

IX. PROFESSIONAL COMPETENCIES/OBJECTIVES

- Carry out any assignments made by the instructor through the
  hands on practical experience approach.
- All work should reflect the developmentally appropriate philosophy
- Observe young children in the natural daycare/school settings and
  report on observable development.
- **keep a journal** of all activities, interactions with teachers, director, and
  the children during this semester.
- work in a setting that will provide an opportunity to apply skills acquired
  in the classroom.
- motivate children to do their best daily
- write lesson plans for daily group activities and carry them out in a
  professional manner

X. EVALUATION AND ASSESSMENT
A student’s final grade in this course is based on the following:
- Packet Completion 50%  
  90-100  A
- Journal 20%  
  80-89  B
- Article 10%  
  70-79  C
- Self Evaluation 20%  
  60-69  D
- Below 60  F

XI. ATTENDANCE
Students are expected to attend all classes for which they are
registered.
Students who are unable to attend class regularly, regardless
Of the reason or circumstances, should withdraw from the class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.
XII. STATEMENT ON DISCRIMINATION/HARASSMENT

The college and the Alabama Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual’s race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

XIII. AMERICANS WITH DISABILITIES

The Rehabilitation Act of 1973 (Section 504) and the American with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student’s responsibility to provide appropriate disability documentation to the College. Please contact the ADA representative.
XIV. STUDENT ACKNOWLEDGEMENT FORM

We have read and discussed the entire syllabus for this class, and I fully understand its content on this date.

_________________________ Date

_________________________ Student printed name

_________________________ Student Signature