Reynolds Course Design Project - Course Map

|  |
| --- |
| **Course Name: CHD 216 Early Childhood Programs Schools and Social Change** |
| **Instructor Name:** Kathy Larue | **Date:** [Last saved] |
| **Designer Name:** | **Version:** [Draft 1, Draft 2, Final] |
|  |
| **Course Learning Objectives:**1. Identify diverse types of family patterns, including characteristics and influences
2. Describe the way in which families function as systems within and across communities
3. Distinguish family stressors, typical reactions to stress, and risk factors for family dysfunction
4. Recognize the importance of diversity and culture in the growth of development in children, families, and communities
5. Create models for parent involvement within early childhood education classrooms
6. Formulate strategies for effective communication between home and school
7. Locate community resources, both public and private that support families
8. Illustrate the importance of the role of advocacy in early childhood education
9. Identify and apply standards as they relate to working with children and families: the Child Development Milestones, and Core Competencies for Early Childhood Professionals
 |

Course Materials

**Textbooks**: <https://drive.google.com/file/d/1B4Y2EEp7HoECRBh_vXP3BCrg84QYOnjD/view>

Child, Family and Community by Rebecca Laff and endy Ruiz

**Resources (included OER):**

| **Module # and Title** | **Course Learning Objectives(CLOs)** | **Module Learning Objectives****(MLOs)** | **Assessments and Rubrics** | **Activities:****Learner Interaction & Engagement** | **Instructional Materials** |  |
| --- | --- | --- | --- | --- | --- | --- |
| The title should be **short**, yet **descriptive** and **specific** to content being explored.  | List all course learning objectives addressed in the module by their Roman numerals.  | State the module’s intended ***measurable*** learning objectives. MLOs must describe student performance in specific, observable terms.  Use suggested action verbs from Bloom’s Taxonomy. In parentheses, include the course learning objectives (CLOs) that align to each MLO.  | Specify all assessments that will be used to **measure the stated module learning objectives**.  List the name of rubric (if applicable) that provides descriptive and specific evaluation criteria for the assessment. Also, list the MLO(s) that align with each assessment. If assessment does not count towards the student’s grade they should be marked “Not graded” in place of the rubric name. | List all learning activities that **promote achievement of the stated module learning objectives and align with assessments** Learning Activities may also be listed in the assessment column if they are graded. In parentheses, include the MLOs that are being met with each activity.  | List all instructional materials and technology/media used during the module that **promote achievement of the stated module learning objectives**. This may include readings, web resources, videos, podcasts, audio, etc.  In parentheses, include the MLO(s) that align to the materials. If a learning material does not have an aligned MLO mark it as Supplemental or Optional.  |  |
|  |  |  |  |  |  | Hyflex Synchronous |
| **Module Example**Theories that help us understand families | **II** Describe the way in which families function as systems within and across communities | 1.1 After completing the module, students will create a graphic representation that illustrates the effects that systems have on their own lives. (CLO II) | Learning Activity- Bronfenbrenner Graphic representation (MLO 1.1) | Discussion- What did you discover about the influences of the microsystem, macrosystem and exosystem? | Read Chapter 1 and 2 videos on Bronfenbrenner’s Ecological Theory <https://youtu.be/HV4E05BnoI8> <https://youtu.be/nULPGD0N6WM>  | Read Chapters 1 and 2 before classWatch the Rachel Tannenbaum video in classInstructor lection on the graphic representationDiscussion in class- The influences of the Microsystem, macrosystem and exosystemStart the graphic representation- studentsCan do this digitally or on paper using cut Out pictures. (Have magazines, paper, scissors, and glue available. |
| **Module Example**   | **IV** Recognize the importance of diversity and culture in the growth of development in children, families, and  | 1.1Discuss strategies to use in the early childhood classroom that support children in becoming self-aware, confident, to have family pride and a positive social identity. | Quiz- Answer these questions about the film. They are a start to get you thinking about the discussion. | Discussion- What specific strategies, activities or materials might you use in the early childhood classroom that support children in  | Watch the film **Reflecting on the Anti-Bias Education in Action- The Early Years,** a film by Debbie LeeKeenan • John Nimmo • Filiz Efe McKinney.<https://www.antibiasleadersece.com/the-film-reflecting-on-anti-bias-education-in-action/>  | Watch Goal 1 of the video in class. 0:00-11:56.Watch Rubie Sims Bishop in *Mirrors,**Windows and Sliding Glass Doors*Break out groups- answer the quiz questions.Each student will use the internet or Catalogs (in class) to find at least two Examples of materials that support a Child’s family pride and positiveSelf-identity. |
| **Module 1** |  |  |  |  |  |  |
| **Module 2** |  |  |  |  |  |  |
| **Module 3** |  |  |  |  |  |  |
| **Module 4** |  |  |  |   |  |  |
| **Module 5** |  |  |  |  |  |  |
| **Module 6** |  |  |  |   |  |  |
| **Module 7** |  |  |  |  |  |  |
| **Module 8** |  |  |  |  |  |  |
| **Module 9** |  |  |  |  |  |  |
| **Module 10** |  |  |  |  |  |  |
| **Module 11** |  |  |  |  |  |  |
| **Module 12** |  |  |  |  |  |  |
| **Module 13** |  |  |  |  |  |  |
| **Module 14** |  |  |  |  |  |  |
| **Module 15** |  |  |  |  |  |  |

The Online Course Map Guide, 2019

The Online Course Mapping Guide Course Map Template is licensed under a
 [Creative Commons Attribution 4.0 International License](http://creativecommons.org/licenses/by/4.0/).

