

ARTICULATION AGREEMENT

DATE DRAFTED: December 1, 2020

VALID ACADEMIC YEARS: 2020-21

LMC COURSE: CHDEV-032 "Caring for School Age Children"

HIGH SCHOOL COURSE(S): Education Careers Core Course #2725

School: Liberty High School

Address: 850 2nd St. Brentwood, CA 94513

A. COLLEGE COURSE DESCRIPTION: This course covers the social, emotional, physical and cognitive development of the school-age child ages five through twelve. A focus on culturally relevant differentiated curriculum and environmental design to meet the needs of all children, including those with special needs will be incorporated. Students will develop strategies to guide and support children's behavior based on individual needs. Careers working with school-age children will also be explored. This course meets the requirement of a School-age course for the Child Development Permit Matrix with a School-Age Emphasis.

B. UNITS: 3

C. PRE-REQUISITES: None

D. REQUIRED CONTENT FOR ARTICULATION:

1) Careers with School-age Children (CSLO 1)

- School Age Teachers
- Elementary Teachers
- Site Supervisors
- Counselors
- Recreation Leaders
- School-age teachers
- Administrators
- Foster Parents

2) Growth and Development Characteristics of Childhood Stages in School-age Children ages 5-6, 7-8, 8-9, 9-10, 11-12 (CSLO 2, 3, 4)

- Social
- Emotional
- Physical
- Cognitive

3) Child Guidance and Support (CSLO 2)

- Relationship based community model vs. traditional compliance model
- Relationships with Families
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4) Importance of Play (CSLO 4)

- Physical
- Cognitive
- Social Emotional
- Health

5) Principles of learning and teaching (CSLO 2,3, 4)

- Teacher-initiated vs Teacher-directed
- Closed-ended vs Open-ended
- Culturally relevant, Multicultural and Anti-bias
- Children with special needs
- The environment as a teacher

6) Components of a lesson plan (CSLO 3)

- Purposeful and connected
- Consideration of learning domains
- Materials (choices, quantity, cultural, accessible)
- Critical thinking opportunities for children
- Reflective practice for teacher

7) Implementation of Activities (CSLO 3, 4)

- Choice or group time
- Extended opportunities
- Role of environment
- Time

E. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:

1) Develop an appropriate educational and experience plan which can lead to obtaining employment within a field related to working with school age children. (PSLO 1).

2) Identify the social/emotional needs of individual children utilizing the theories of Maslow, Erikson and Kohlberg and plan appropriate guidance strategies that support children's social/emotional development. (PSLO 2)

3) Create and implement developmentally and culturally appropriate lesson plans that meet the differentiated needs and abilities of school-age children across the domains of development (social/emotional, physical and cognitive). (PSLO 2, 3)

4) Describe and explain how play contributes to learning across each domain of development (social/emotional, physical and cognitive). (PSLO 2)

F. METHODS FOR END OF COURSE ASSESSMENT:

1) Education and Experience Plan: Students will identify a career that they are interested in related to working with school age children. They will need to interview someone in the chosen career/position (i.e. site supervisor, counselor, recreation leader, elementary teacher, principal, social worker, etc), identify potential employers in Contra Costa County research the educational requirements of the position and the necessary experience. Students will then write a plan for how they would obtain the qualifications for the position and identify a potential employer they would like to work for and state why. This assignment will allow the professor to assess the student's ability to develop an appropriate educational and experience plan which can lead to obtaining employment within a field related to working with school age children.

- 2) **Final Exam:** You have an 8-year-old child in a school-age program that has a high energy level, a hard time making friends, and gets angry easily. Choose Maslow, Erikson or Kohlberg's theories to identify the child's social and emotional needs. Then plan appropriate guidance strategies to support this child's social/emotional development. This will allow the professor to assess the students ability to identify the social/emotional needs of individual children utilizing the theories of Maslow, Erikson and Kohlberg and plan appropriate guidance strategies that support children's social/emotional development.
- 3) **Final Exam:** You are planning a math activity about ladybugs. Describe the activities you would do with 5-6, 7-8, 9-10, and 11-12 year olds so that it is developmentally appropriate for each age group. This will allow the professor to assess the students' ability to create developmentally and culturally appropriate lesson plans that meet the differentiated needs and abilities of school-age children across the domains of development (social/emotional, physical and cognitive).
- 4) **Final Exam:** The school board wants to eliminate recess in elementary programs citing the need for more instructional time. Craft three arguments backed by research that you would present to the school board. This will allow the professor to assess the students' ability to advocate for the role of play as an important component for learning across each domain of development (social/emotional, physical and cognitive)

G. TEXTBOOKS OR OTHER SUPPORTING MATERIALS

Yardsticks: Children in the Classroom Ages 4-14: A Resource for Parents and Teachers; By Chip Wood; Northeast Foundation for Children; 3 edition 2007

Exceeding Expectations, 5th edition. Books for Educators, published by Susan Kovalik and Associates. ISBN 1-878631-85-3.

Case Studies in Child and Adolescent Development for Teachers, Nancy DeFrates-Densch. McGraw-Hill Higher education, 2008 ISBN 987-0-07-352585-3

Conscious Discipline: 7 Basic Skills for Brain Smart Classroom Management. Dr. Becky Bailey, Loving Guidance, Inc. 2000. ISBN 12: 978-1-88960-911-9

H. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:

1. Complete the Education Careers Core Course #2725 course at LHS with a grade of "B" or better.
2. Receive a "B" or better on the agreed upon college/high school final exam* procedure.
3. Be recommended for credit by the high school teacher.
4. Apply for admission at Los Medanos College.
5. Register for CATEMA for electronic recommendation of college credit **within the academic year in which credit was earned.**
6. Upon completion of the above, the student will receive on his/her LMC and CCCCD (California Community College District) transcript the units of credit for LMC's CHDEV-032 course.
7. College transcripts will reflect the ***FINAL EXAM GRADE** earned and will be notated as *Credit by Exam.

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COLLEGE SIGNATURES

HIGH SCHOOL/ROP/DISTRICT SIGNATURES

Natalie Hannum
Natalie Hannum (Dec 10, 2020 16:28 PST)

Natalie Hannum
LMC Vice President of Instruction

Date

Heather Harper
Heather Harper (Dec 16, 2020 11:48 PST)

Heather Harper
Principal, Liberty High School

Date

Nikki Moultrie
Nikki Moultrie (Dec 10, 2020 16:13 PST)

Nikki Moultrie
Dean of Career Education & Social Sciences

Date

Erik Faulkner
Erik Faulkner (Dec 16, 2020 12:40 PST)

Erik Faulkner
LUHSD Associate Superintendent Educational Services

Date

Erlinda Jones
Erlinda Jones (Dec 10, 2020 15:55 PST)

Erlinda Jones
Department Chair, LMC Child Development

Date

Karen Cailotto
Karen Cailotto (Dec 16, 2020 12:34 PST)

Karen Cailotto
Faculty, Liberty High School

Date

Randi Osburn
Randi Osburn (Dec 9, 2020 14:43 PST)

Randi Osburn
Faculty, LMC Child Development

Date












LHS CHDEV-032 Course #2725 2020-21


Final Audit Report

2020-12-16

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