

CHLDV158 : Movement Development: Birth Through Twelve Years

General Information

Author:	<ul style="list-style-type: none">Michelle StonisOwens, DeborahBiancheri, Mary Jane
Course Code (CB01) :	CHLDV158
Course Title (CB02) :	Movement Development: Birth Through Twelve Years
Department:	CHLDV
Proposal Start:	Fall 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000283000
Curriculum Committee Approval Date:	09/25/2024
Board of Trustees Approval Date:	11/19/2024
Last Cyclical Review Date:	09/25/2024
Course Description and Course Note:	CHLDV 158 focuses on designing developmentally appropriate creative dance experiences for young children. It provides those students who are interested in teaching movement to children the opportunity to acquire knowledge and techniques related to motor development and use of creative dance to explore subjects across the early childhood and early elementary curriculum. The course introduces basic principles and theories of motor development in children from birth to age twelve, focusing on designing developmentally-appropriate and creative dance experiences for young children. Note: This course will not fulfill physical education activity requirements. Note: Students who previously completed DANCE 158 are not eligible for credit for completion of CHLDV 158.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	No value
Author:	<ul style="list-style-type: none">Biancheri, Mary Jane
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Child Development/Early Childhood Education
Alternate Discipline:	<ul style="list-style-type: none">Dance
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade Only

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0

Laboratory Hours	0	0
Studio Hours	0	0

Course In-Class (Contact) Hours

Lecture	54
Laboratory	0
Studio	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC1000 - Academic Reading and Writing (in-development)

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ESL151 - Reading And Composition V

Objectives

- Read and critically analyze various academic readings.
- Summarize readings.

- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay that summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; and shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions;
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

Entry Standards

Entry Standards	Description
No value	No value

Course Limitations

Cross Listed or Equivalent Course	Description
DANCE 158	Crosslisted course with identical COR

Specifications

Methods of Instruction	
Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Collaborative Learning
Methods of Instruction	Demonstrations
Methods of Instruction	Field Activites (Trips)

Methods of Instruction	Guest Speakers			
Methods of Instruction	Presentations			
Out of Class Assignments				
<ul style="list-style-type: none"> Term project (e.g., creating five lesson plans) 				
Methods of Evaluation	Rationale			
Exam/Quiz/Test	Final examination (e.g., short answer and essay questions)			
Exam/Quiz/Test	Midterm (e.g., short answer and essay questions)			
Textbook Rationale				
Comparable alternatives to the current textbooks have yet to be published. Current resources support dance/movement instruction and consider diversity from various perspectives.				
Textbooks				
Author	Title	Publisher	Date	ISBN
Amin, Takiya	Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice	McFarland and Co.	2017	978- 078649702 7
Gilbert, Anne	Brain-Compatible Dance Education	Human Kinetics, Inc.	2018	978149256 1231
Other Instructional Materials (i.e. OER, handouts)				
No Value				
Materials Fee				
No value				

Learning Outcomes and Objectives
Course Objectives

Describe basic physiology and kinesthetic principles applicable to children.

Analyze motor development in children as a basis for creating developmentally-appropriate movement experiences.

Identify a vocabulary of movement experiences for children.

Demonstrate movement experiences for children.

Design movement experiences for children.

Compare movement experiences for children.

Assess the methods and techniques for planning developmentally-appropriate movement experiences for children.

Evaluate the importance of creative movement experiences for children.

Utilize the vocabulary integral to understanding and using dance movement in education.

SLOs

Explain the benefits of dance movement education in terms of physical, cognitive and affective development in children.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
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<i>CHLDV</i> Teacher (Preschool)	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
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<i>CHLDV</i> School-Age Care	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
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<i>CHLDV</i> Master Teacher	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
	understand and value the importance and complex characteristics of children's families and communities

<i>CHLDV</i> Site Supervisor	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
	understand and value the importance and complex characteristics of children's families and communities

<i>CHLDV</i> Transitional Kindergarten Certificate	identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.
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Determine the specific parts of an educational creative dance movement lessons and the benefits to the developing child.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
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<i>CHLDV</i> School-Age Care	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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<i>CHLDV</i> Teacher (Preschool)	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
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<i>CHLDV</i> Site Supervisor	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
	understand and value the importance and complex characteristics of children's families and communities

CHLDV identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten
 Transitional Kindergarten (TK) and children enrolled in a TK program.
 Certificate

Create and teach age-appropriate dance movement experiences that promote growth in a child’s physical, cognitive and affective development.

Expected Outcome Performance: 70.0

ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive
 Core ILOs conclusions; cultivate creativity that leads to innovative ideas.

CHLDV plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support
 Teacher (Preschool) development and learning for all young children

plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support
 development and learning for all young children

CHLDV plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support
 School-Age Care development and learning for all young children

plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support
 development and learning for all young children

CHLDV plan, implement and evaluate developmentally appropriate, culturally and linguistically relevant curriculum;
 Transitional Kindergarten
 Certificate

CHLDV understand and value the importance and complex characteristics of children’s families and communities
 Master Teacher

CHLDV understand and value the importance and complex characteristics of children’s families and communities
 Site Supervisor

Analyze assessment criteria used to evaluate success of techniques used in dance movement experiences.

Expected Outcome Performance: 70.0

ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions;
 Core ILOs cultivate creativity that leads to innovative ideas.

CHLDV articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation,
 Teacher (Preschool) documentation and assessment techniques and tools to support teaching and learning in partnership with families and other
 professionals

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 School-Age Care documentation and assessment techniques and tools to support teaching and learning in partnership with families and other
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 professionals

CHLDV articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation,
 Site Supervisor documentation and assessment techniques and tools to support teaching and learning in partnership with families and other
 professionals

CHLDV articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation,
 Master Teacher documentation and assessment techniques and tools to support teaching and learning in partnership with families and other
 professionals

CHLDV identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten
 Transitional Kindergarten (TK) and children enrolled in a TK program.
 Kindergarten
 Certificate

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Rationale for and Benefits of Movement Education (6 hours)

- Physical development
- Cognitive development
- Affective development

Physiological Concepts and Motor Development (11 hours)

- Growth patterns
- Cardiovascular development
- Skeletal development
- Muscle development
- Nervous-system development
- Stages and milestones of motor development

Identifying a Movement Vocabulary (5 hours)

- Level one: body
- Level two: time, space, energy
- Level three: relationships

Designing Developmentally Appropriate Lesson Plans (4 Hours)

- Outline
- Finding and using appropriate themes
- Using movement vocabulary creatively

Analysis of Movement Class Environment (3 hours)

- Finding an appropriate and safe space for movement
- Creating a positive and challenging work environment

Facilitating Movement Experiences (8 hours)

- Selecting and using music
- Teaching approaches- direct and indirect
- Establishing guidelines

Teaching Movement Sessions through Mentored Teaching Opportunities (17 hours)

- Designing a movement class for children
- Presenting a movement class for children
- Observing and evaluating movement classes

Total Hours 54

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

No Value

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liason?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value