

De Anza College
Social Sciences and Humanities Division
Child Development and Education Department

CD12

Child, Family, and Community Interrelationships

*Course Experiences
& Projects*

Spring 2015

Instructor: Mayra E. Cruz, M.A.
408/864-8215 cruzmayra@deanza.edu
www.deanza.edu/faculty/cruzmayra/

The Course Driving Question

How does our cultural schema establish respectful, reciprocal relationships that support and empower families? How do these relationships nurture young children's development and learning?

Community Service Learning Project

Assignment and Evaluation

Community Service Learning is an academic study linked to community service through structured reflection so that each reinforces the other. The community service may be direct service to people in need, community outreach and education, research or policy analysis. This quarter, you will be required to complete 12 hrs of service. The focus of this quarter service learning experience will be working with children and/or families. Students will have an opportunity to develop skills and knowledge related to Standard 2, Standard 6 and Supportive Skills (SS) of the NAEYC 2010 accreditation standards for professional development of teachers, as follows:

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements of Standard 2

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning'

STANDARD 6: *Becoming a professional*

Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

SUPPORTIVE SKILLS

SS 2: Mastering and applying foundational concepts from general education

SS 3: Written and verbal skills

SS 4: Making connections between prior knowledge/experience and new learning

SS 5: Identifying and using professional resources'

4 easy steps:

1. Complete the Project Contract and/or Community Service Learning Project Proposal for Option 1 or 2 by the **3rd week** of school. See page 11.

2. Required Hours and Record of Attendance /12 hours minimum

Maintain a record of attendance. Sign in and out, and obtain a verification of hours completed from a supervisor or person in charge. You must complete 12 hours of community service learning (CSL) in order to achieve the full credit. See page 12.

3. Reflection Essay and Assessment/Evaluation

Write a reflection essay about your service learning experience. It is suggested that you keep a journal while completing your hours of service. Your journal entries will help you prepare a well-organized and thoughtful 3-4 page essay.

Your reflection essay should include the following.

1. The name of the organization, mission, service, programs and the data about the community need (as applicable).
2. A description of the setting, activities, as well as duties and responsibilities

3. Your service learning goal and objectives
4. A discussion of the social problem (community need) faced by the group/community-you served (data, demographics)
5. A deeper discussion that demonstrate with detail examples and thoughtful reflection how you achieved the NAEYC Standards and the Community Service learning evaluation criteria (See rubric- will be provided)

4. Presentation- Prepare a 5-7 minute presentation of your service learning experience. The presentation will be conducted during the last 2 classes of the quarter. A schedule will be distributed.

Use visuals like a power point presentation, presentation board or other. Your presentation should include the following.

- Name of organization, mission of organization, brief description of the community
- Brief description of your duties and responsibilities with families and children
- Brief description of the social issue of the community and how the organization is helping the family and children to solve this issue
- Brief discussion of the tools, resources and course concepts that you used to help with the issues related with the families and children of that community and how you used this tools, resources and course knowledge to understand the diversity of the families and children of that community.
- Discuss or share one example of how do you support and engage families and community in a respectful reciprocal relationship?
- Discuss or share one example of cultural competence and effective collaboration between families and communities in children's development and learning.

COMMUNITY SERVICE LEARNING PROJECT OPTIONS and MUST DO

Student Learning Outcome: . Identify, describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children (community service learning)

Project Purpose and Activities:

This assignment provides students with the opportunity to work with children and families or work with a community organization and work on a project within the organization (12 hrs).

Here are the options:

1) **Somos Mayfair (Community Partner) In Our Hands Campaign** See project description page 7.

Somos Mayfair cultivates the dreams and power of the people of Mayfair through cultural activism, social services and community organizing. We are generations of immigrants, rooted in a vibrant community who nurture healthy families and successful students, and who speak out for justice in Silicon Valley.

2) **Develop your own project** focused on working with children and/or families in a licensed child development facility or school district program. The project can be developed and implemented with a classmate. Submit the project proposal following the format below (Option #2).

Potential projects:

- Working with children and families in a child development program serving low income families
Community need: Early learning and school readiness
- Tutoring a low income child (includes assessing the child's needs, develop a strategy or program, implement and evaluate) *Community need: Education/Disability*

Complete the Student/Instructor Agreement (see page 11) and the project proposal below by the 3rd week of the quarter.

Community Service Learning Project Proposal (for Option #2)

Submit in writing the following proposal by the 3rd week of the quarter.

Focus: Working with Children and Families

Community Need: Identify children and family need

Project Identification: Describe the project

Preparation: Identify

1. Goals/objectives
2. What you need (resources)
3. Considerations such as liability issues, authorizations, supervision, training, your role
4. Timeline for completion

Implement project- includes reviewing plans for each session to keep on track with goals, reflecting on progress and problems, and continuing to strive for solutions. Keep a journal.

Assess your learning, service, and experience- Connect with (SLO) Student learning outcome:

Identify, describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children (service learning). Prepare and submit a written reflection.

Expectations and Rules for Student Involvement in All Service Learning Projects

- Uphold ethical standards.
- You are responsible to contact an organization to fulfill the service learning assignment.
- Take the time to learn the rules of the organization related to volunteerism/service learning.
- Commit to participate in group reflections with the course instructor and/or project liaison.

When working with an organization, staff, children, parents, and families:

- Show up and be present.
- When working with families, learn and contribute.
- Pay attention to what has heart and meaning.
- Challenge yourself to examine your assumptions and beliefs. Be aware of your own biases.
- Learn about the community you will be serving first.
- Be open to outcomes, not attached to outcomes.

De Anza College Child Development & Education

CD12 Student Learning Outcomes

1. Analyze theories of socialization that address the interrelationship of child, family, and community (Essay exam)
2. Describe and assess the impact of educational, political and socioeconomic factors on children and families as well as social issues, changes and transitions that affect children, families, schools, and communities (Exam questions)
3. **Identify, describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children (community service learning)**
4. Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families (Cultural biography)

NAEYC Standards Alignment with CD12:

Standard 2: Building Family and Community Interrelationships

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning

Standard 6: Becoming a Professional

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

Somos Mayfair Project

Project title: *In Our Hands Campaign*

CD Child Family and Community Interrelationships

Spring 2015

CD12 Student Learning Outcomes

1. Analyze theories of socialization that address the interrelationship of child, family, and community (Essay exam)
2. Describe and assess the impact of educational, political and socioeconomic factors on children and families as well as social issues, changes and transitions that affect children, families, schools, and communities (Exam questions)
3. ***Identify, describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children (community service learning)***
4. Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families (Cultural biography)

NAEYC Standards Alignment:

Standard 2: Building Family and Community Interrelationships

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning

Standard 6: Becoming a Professional

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

Project title: Somos Mayfair *In Our Hands Campaign*

Rules on student involvement: Students participate in the In Our Hands campaign program under the supervision of a Mayfair coordinator and work side by side with Mayfair promotores (parent leaders from the community.) Students will be working directly in immigrant, working class communities. Students who are bilingual in English/Spanish are preferred as most parents participating in Somos programs are

mono-lingual Spanish speakers. Students should demonstrate professional demeanor and be flexible and adaptable to meet the needs of the children, parents and program.

Students should be able to interact with children and adults in a way which conveys respect and nurturing. When working with an organization, staff, children, parents and families, we have the following expectations of students:

- Show up and choose to be present
- When working with families, learn and contribute
- Pay attention to what has heart and meaning
- Challenge yourself to examine your assumptions and beliefs. Be aware of your own biases.
- Learn about the community you will be serving first.
- Be open to outcome, not attached to outcome.

Project purpose: In 2012, we launched a new strategy - a single, agency wide, unified popular education campaign that we've named *En Nuestros Manos/In Our Hands*. The core of this campaign is the recruitment, training and assigning of 50 parent and youth Community Teachers who serve as a popular cadre who work with the approximately 800 Mayfair children ages 0-8 and their parents. The teaching goal of these Community Teachers is to foster the early academic success and nurture health and wellness in the homes of our youngest children. Somos is working directly with Cesar Chavez Elementary School to address disparities in academic achievement. Parents are organizing to demand changes and accountability from the local school district – more translation services from the district, opening campuses to parents and community, and meaningful parent involvement in decisions. While parents are involved in classes or organizing activities, Somos Mayfair provides Early Learning Services (ELS) programs for children. The goal of all programs for children at Somos Mayfair is to provide a safe, structured environment where children can be supported to explore and learn.

- Session: Spring 2015
- Coordinators: Pam Gudiño, Sr. Program Manager (pgudino@somosmayfair.org, 408-937-2566) and Josefina Carrillo, Administrative Assistant (jcarrillo@somosmayfair.org, 408-937-2565)

Availability:

- # of students desired: We will accommodate students who demonstrate interest and commitment to the goals of the In Our Hands campaign and whose schedules work with program schedule
- Minimum time commitment: 12 hours (some projects do require commitment through the end of May)

Orientation:

April 21, 9:30 – 11:00, Somos Mayfair, 370B S. King Road, San Jose, CA 95116

Or

April 27, 6:00 – 7:30, Somos Mayfair, 370B S. King Road, San Jose, CA 95116

Faculty responsibility

Check in two times per quarter with coordinators

Project Detail: List Specific task or activities

Volunteers will be assigned to one of the projects below based on their interests and skills and the needs of the students and families working with Mayfair. As a volunteer, you will be working as part of a team under the supervision of Somos Mayfair staff on one of the following projects:

- Vecinos Activos (Active Neighbors)
 - Neighbors hold house meetings every other week to explore issues that are impacting community and school life
 - Work with children and parents together to explore weekly themes through art, theater, and interactive workshops
 - Most meetings are held evenings and weekends
 - Since all meetings are conducted in Spanish, this is most appropriate for students who are comfortable with spoken Spanish
- Early Learning Services classroom support:
 - Assisting in the classroom environment to support the activities for children of various abilities and ages.
 - Organizing, planning, and being prepared for each session.
 - Providing age appropriate, engaging activities that should include, but may not be limited to:
 - Planning art activities
 - Reading/story telling
 - Playing games
 - Physical activity
- Community organizing:
 - Attend parent meetings to identify and understand parents' experiences and concerns about their children's learning.
 - Attend school district meetings as appropriate to enhance understanding of the educational environment.
 - Participate in one-to-one visits with families to build trusting relationships with community members and understand the key issues in the Mayfair community.
 - Basic spoken Spanish is necessary for these activities

Service location and address:

Somos Mayfair
370-B S. King Road
San Jose, CA 95116

Alternate location:

Cesar Chavez Elementary School
2000 Kammerer Ave
San Jose, CA 95116

Requirements: Agency specific

- Be over 18 years old.
- Enjoy working with children.
- Have the language skills to work with families participating in the program.
- Demonstrate a strong commitment to Somos Mayfair's vision to cultivate the dreams and power of the people of Mayfair through cultural activism, social services and community organizing
- Be able to demonstrate a flexible, compassionate, and supportive attitude when working with children and sensitivity to children with special needs and/or in crisis.
- Bring a strength-based and positive approach to discipline.
- Be able to provide evidence of a negative TB test within the past year.
- Commitment to your assigned project. Failure to show up without notifying Somos will result in loss of internship opportunity.

De Anza College Child Development and Education Department

**CD 12 Community Service Learning Project
Instructor/Student Agreement**

This agreement is between **Mayra E. Cruz**, Instructor and _____, CD 12 Student.

Identified community need: _____

Option 1

Description of the Project: _____

Service Organization (when applicable) _____, located at _____

Organization's address/phone number

Supervisor's name (if appropriate) _____

Service Learning Project Hours: _____

Projected timeline for project/s completion: _____

Option #2 Project Proposal- attached the description (see page 5)

This is your service learning/civic engagement experience. Keep a journal of the experience. The journal will help you complete the reflection essay. The *Student is responsible for:*

- ✓ Contacting the organization (when applicable)
- ✓ Attending all required hours, 12 hours for the quarter.
- ✓ Maintain a timesheet, record of attendance.
- ✓ Discuss placement matters with instructor if necessary.

Duration: Minimum of 2 hrs per week, beginning the 2nd week of school and ending no later than the 10th week of school.

Entered on this ____ of the month of _____, 201__.

Executed by:

Student's name

Mayra E. Cruz
Instructor's name

Student's signature

Instructor's signature

Service Learning Reflection Evaluation

Name: _____

Submit with your reflection

Date: _____

Apprentice

(For the purpose of this class you should be at least at the apprentice level once you finish your service learning experience.)

Evaluation criteria	0-3 pts. Does not meet the standard	4-6 pts. Meets standards	7-8 pts. Exceeds the standards	Max Points
Awareness of Purpose of Service (civic engagement)	Student expresses no empathy and awareness regarding children and family issues.	Student expresses some empathy and awareness regarding children and family issues.	Student expresses an authentic empathy and awareness regarding children and family issues.	
Responsibility to the community (civic engagement) 2b. Supporting and engaging families and through respectful, reciprocal relationships Students possess the knowledge and skills needed to support and engage diverse families through respectful, reciprocal relationships ; understand how to build positive relationships, taking families' preferences and goals into account and incorporating knowledge of families' languages and cultures; demonstrate respect for variations across cultures in family strengths, expectations, values, and childrearing practices; consider family members to be resources for insight into their children, as well as resources for curriculum and program development; know about and demonstrate a variety of communication skills to foster such relationships, emphasizing informal conversations while also including appropriate uses of conferencing and <i>technology</i> to share children's work and to communicate with families.	Student expresses no insight into children and family issues pertinent to the service experience and demonstrates no awareness of a personal sense of responsibility in serving children and families.	Student engages a few times children and family and demonstrates moderate awareness of a personal sense of responsibility in serving children and families.	Student frequently seen engaging with children and family and demonstrates a great deal of awareness of a personal sense of responsibility in serving children and families.	
Supportive skill: Skills in identifying and using professional resources	Student does not express know how to identify or use resources.	Student expresses some ideas on how to identify or use resources to connect colleagues and families..	Student expresses with a great deal of detail how to identify or use resources to connect colleagues and families.	
Application of course concepts to service learning (academics)	Student expresses no connection between course concepts related to children and family and service experience.	Student expresses some connection between course concepts related to children and family and service experience.	Student expresses connection between course concepts related to children and family, and service experience.	
2a. Knowing about and understanding diverse family and community characteristics Well-prepared students possess knowledge and understanding of diverse family and community characteristics , and of the many influences on families and communities. Family theory and research provide a knowledge base. Socioeconomic conditions; family structures, relationships, stresses, and supports (including the impact of having a child with special needs); home language; cultural values; ethnicity; community resources, cohesiveness, and organization—knowledge of these and other factors creates a deeper understanding of young children's lives.	Student expresses no understanding of family and community characteristics.	Student expresses a moderate understanding of family and community characteristics.	Student expresses a deeper understanding of family and community characteristics.	

Evaluation criteria	0-3 pts. Does not meet the standard	4-6 pts. Meets standards	7-8 pts. Exceeds the standards	Max Points
<p>Application of course concepts to service learning (academics)</p> <p>2c. Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning</p> <p>Students develop cultural competence as they build relationships with diverse families, including those whose children have disabilities or special characteristics or learning needs; families who are facing multiple challenges in their lives; and families whose languages and cultures may differ from those of the early childhood professional; also understand that their relationships with families include assisting families in finding needed resources, such as mental health services, health care, adult education, English language instruction, and economic assistance that may contribute directly or indirectly to their children's positive development and learning.</p> <p>Supportive Skill: Making connections between prior knowledge/experience and new learning</p> <p>6d. Integrating knowledgeable, reflective, and critical perspectives on early education</p>	<p>Student does not express an understanding of the the relationship and collaboration between families and the organization in understanding children's development and learning</p> <p>Student does not reflect on the experience and does not make connections between prior knowledge/experience and new learning.</p>	<p>Student expresses with some detail the relationship and collaboration between families and the organization in understanding children's development and learning</p> <p>Student reflects in some ways on the experience and makes connections between prior knowledge/experience and new learning.</p>	<p>Student expresses with detail the relationship and collaboration between families and the organization in understanding children's development and learning</p> <p>Student reflects in a meaningful ways on the experience and makes connections between prior knowledge/experience and new learning.</p>	
<p>Impact on student's personal life (personal growth)</p> <p>2b. Supporting and engaging families and communities through respectful, reciprocal relationships</p> <p>Students possess the knowledge and skills needed to support and engage diverse families through respectful, reciprocal relationships; understand how to build positive relationships, taking families' preferences and goals into account and incorporating knowledge of families' languages and cultures; demonstrate respect for variations across cultures in family strengths, expectations, values, and childrearing practices; consider family members to be resources for insight into their children, as well as resources for curriculum and program development; know about and demonstrate a variety of communication skills to foster such relationships, emphasizing informal conversations while also including appropriate uses of conferencing and technology to share children's work and to communicate with families.</p>	<p>Student expresses no connection between service to children, family and self, and demonstrates no change in attitudes perspectives, beliefs, or understanding that promote respectful reciprocal relationships and of own skills.</p>	<p>Student engages a few times children and families, and expresses some connection between service to children, family and self, and demonstrates some change in attitudes perspectives, beliefs, or understanding that promote respectful reciprocal relationships and of own skills.</p>	<p>Student frequently seen engaging with children and family, and expresses a great deal of connection between service to children, family and self, and demonstrates change in attitudes, perspectives, beliefs, or understanding that promote respectful reciprocal relationships and of own skills.</p>	
<p>Critical thinking (Academics) Overall essay</p> <p>2c. Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning</p> <p>Students develop cultural competence as they build relationships with diverse families, including those whose children have disabilities or special characteristics or learning needs; families who are facing multiple challenges in their lives; and families whose languages and cultures may differ from those of the early childhood professional; also understand that their relationships with families include assisting families in finding needed resources, such as mental health services, health care, adult education, English language instruction, and economic assistance that may contribute directly or indirectly to their children's positive development and learning</p>	<p>Student does not reflect on diversity and cultural issues neither ask questions nor show no awareness of multiple perspectives related to children and families. Opinions are stated with no analysis and support.</p>	<p>Student reflects with some examples on diversity and cultural issues and asks some questions and shows some awareness of multiple perspectives related to children and families. Opinions are stated with some analysis and support.</p>	<p>Student reflects genuinely on diversity and cultural issues and asks many questions and shows a great deal of awareness of multiple perspectives related to children and families. Opinions are stated with much analysis and support.</p>	

<i>Evaluation criteria</i>	0-3 pts. Does not meet the standard	4-6 pts. Meets standards	7-8 pts. Exceeds the standards	<i>Max Points</i>
6a. Identifying and involving oneself with the early childhood field	Student does not describe her/his involvement with the project focused on serving children and families in an early childhood program.	Student provides some description of her/ his involvement with the project focused on serving children and families in an early childhood program.	Student accurately describes his involvement with the project focused on serving children and families in an early childhood program.	
6b. Knowing about and upholding ethical standards and other professional guidelines	Student does not give examples on the use of the code of ethics to describe responsibilities and challenges.	Student gives some examples on the use of the code of ethics to describe responsibilities and challenges.	Student gives concrete examples on the use of the code of ethics to describe responsibilities and challenges.	
6c. Engaging in continuous, collaborative learning to inform practice	Student does not express how the service learning experience contributes to her/his continuous learning.	Student provides some examples on how the service learning experience contributes to her/his continuous learning.	Student articulates accurately how the service learning experience contributes to her/his continuous learning.	
Supportive Skills: Written and verbal communication (adequate expression) Service Learning Project Presentation (4pts.) Written Reflection (4pts.)	Student demonstrates no skills in written and verbal communication.	Student demonstrates some level of skills in written and verbal communication.	Student demonstrates strong skills in written and verbal communication.	
TOTAL				/104

Aligned with 2010 NAEYC Standards Update

<i>Evaluation criteria</i>	0-9	10-14	15-17	18- 21	<i>Max Points</i>
Service Learning Hours completed	Completed 4 hrs or under	Completed 5-8 hrs	Completed 9-10 hrs	Completed 11-12 hrs	___ /21

Rev110914

De Anza College
CD-12
Community Service Learning Project
Scoring Rubric for Oral Presentation

Supportive Skills: Written and verbal communication (adequate expression)

Category	Scoring Criteria	Completed check	Score
Organization (1 points)	The type of presentation is appropriate for the topic and audience.		
	Information is presented in a logical sequence.		
Content (2 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.		
	Technical terms are well-defined in language appropriate for the target audience.		
	Presentation contains accurate information.		
	Material included is relevant to the overall message/purpose.		
	Appropriate amount of material is prepared, and points made reflect well their relative importance.		
	There is an obvious conclusion summarizing the presentation.		
Presentation (1 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).		
	Speaker uses a clear, audible voice.		
	Delivery is poised, controlled, and smooth.		
	Good language skills and pronunciation are used.		
	Visual aids are well prepared, informative, effective, and not distracting.		
	Length of presentation is within the assigned time limits and information was well communicated.		
Score	Total Points	4	

Instructions for Oral Presentation:

CD-12 Students:

Prepare a 5-minutes oral presentation of your service learning experience. Make sure that when you prepare your oral presentation you include the following points in it:

Name of organization

Mission of organization

Brief description of the community

Brief description of your duties and responsibilities with families and children

Brief description of the social issue of that community and how this organization is helping the family and children to solve this issue

Brief discussion of the tools, resources and course concepts that you used to help with the issues related with the families and children of that community and how you used this tools, resources and course knowledge to understand the diversity of the families and children of that community.

Discuss or share one example of how do you support and engage families and community in a respectful reciprocal relationship? **OR**

Discuss or share one example of cultural competence and effective collaboration to having families and communities in their children's development and learning.

Exploring Your Roots and Culture (20pts)

Instructions:

This assignment requires that you research and write about your own family's culture listed below. Conduct interviews with family members, read historical and cultural information.

Assignment Components:



Family Tree

Trace your lineage (if you can) to the generation of your great-great grandparents. The family tree should include name and place of birth and birthdate. Include death date when appropriate. It is your choice whether you research biological or guardian relations. It is your choice to include maternal and/or paternal lineage.

Family Structure

Describe your current family structure/living arrangements. Describe a family structure when you were a school-age child.

History/Origins

Describe your immediate family's (father, mother, primary caregivers when you were a child) history/origins; geography-names of nations, regions, towns, and places they came from or migrated to. Describe as best as you can the groups(s) or subgroup(s) they belong to; language, religion, political belief, county, neighborhood, etc.

Cultural Artifacts and Traditions

Describe a sample of your family's (current and past) significant/important objects; language, tools, furniture, music, clothing, stories, dances and celebrations.

Important People

Name at least two people, a teacher, author, poet, scientist, legislator, from the same ethnic/cultural group as your own contributed to the esteem of that same group. Include women.

Cultural Beliefs and Values

Provide a brief statement about beliefs and values shared by your identified cultural group.

Bias and Discrimination

Make a statement about how your cultural group may have experienced discrimination or prejudice; during which historical period and for what reasons; stereotyped behavior or perceptions of others.

Reflection: How does your own values, goals and sense of self, as related to family history and life experiences, impact relationships with children and families?

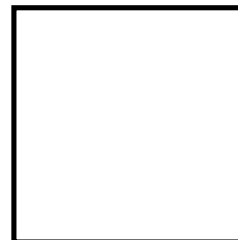
CD12 Exploring Your Roots & Culture Evaluation Rubric

Student Name: _____

Date: _____ 19

CATEGORY	5- You rock!	3- You're great!	1- Uh oh!	0-Eek!!!	Score
Essay Formatting	Student follows proper essay formatting: Times New Roman, 12pt. Font, typed, double-spaced, with 1 inch margins.	The student is missing 1-2 components proper essay formatting.	The student is missing 3-4 components to proper essay formatting.	The student did not properly format their essay.	
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.	
Family Tree	The family tree successfully meets all the criteria.	The family tree is missing 1-2 components of the criteria.	The family tree is missing 3-4 components of the criteria.	The family tree is not present.	
Focus	The writer maintains focus throughout the essay with plenty of supportive details.	The writer exhibits minor lapses in focus throughout their essay, with some supportive details.	The writer loses or exhibits major lapses in focus on their essay, with few supportive details.	The writer fails to establish focus on essay, and has little or no supportive details.	
Assignment Components & Reflection	The writer achieves all components: Family Tree, Family Structure, History/Origins, Cultural Artifacts & Traditions, Important People, Cultural Beliefs & Values, Bias & Discrimination & Reflection.	The writers achieve 5-6 areas of the assignment components.	The writer achieves 4-3 areas of the assignments components.	The writer completes less than 2 assignment components.	
Score					

Comments: _____



CourseMate Activities

The completion of the CourseMate Activities is 25 points of our class. The completion of the activities will serve to reinforce knowledge acquired, content, and concepts that are part of your readings.

What to do:

a. Register in course in www.cengage.com You will need the following Course Key to enroll in this course. **CD12.02S Tues/Thurs class**

CM-9781133230007-0000074

A handout with instructions has been posted on the class website

<http://www.deanza.edu/faculty/cruzmayra/cd12.html> See Handouts: CourseMate Sign-Up Instructions

- b. Complete the interactive quiz for the chapter assigned every week to receive credit. The interactive quiz is mandatory for each chapter in order for you to gain the most points. You must score a **70% or above** to receive full credit.
- c. Complete at least 2 other activities throughout the quarter in any given chapter (your choice Chapters 1-10).
- d. You must have completed this requirement by **June 18th** for all 10 chapters and 2 activities. 25pts.

Coursemate has an Engagement Tracker that allows me to track each student's activities completion.