

COURSE OUTLINE

Child Development 137 School Age Children in Child Care

Catalog Statement

CHLDV 137 is designed for students interested in working in before and after school or out-of-school programs for children aged 5-12. The course introduces School Age program philosophies and program types, examines needs and concerns relating to school-age children in child care and strategies for managing classrooms and guiding children's behavior. Knowledge of developmental ages and stages is emphasized. This course includes designing developmentally appropriate curriculum and experiences for school age children and creating developmentally appropriate environments.

Total Lecture Units: 3.0

Total Laboratory Units: 0.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Laboratory Hours: 0.0

Total Laboratory Hours To Be Arranged: 0.0

Total Faculty Contact Hours: 48.0

Prerequisite: CHLDV 135 or equivalent.

Recommended Preparation: Eligibility for ENGL 120 or ESL 151 and MATH 145.

Course Entry Expectations

Prior to enrolling in the course, the student should be able to:

- analyze short essays (at least five paragraphs in length) to identify thesis, topic development and concluding sentences, as well as traditional expressions used to increase coherence;
- evaluate compositions for unity, and sufficiency of development, and coherence, as well as variety of sentence structure;
- organize and write a thesis-driven, organized essay which is at least three paragraphs in length (paragraphs should have a topic sentence and at least five additional sentences which further develop that topic sentence with explanations or examples. These sentences must be in logical order and be connected by transitional expressions, where appropriate. Paragraphs must be tied together by appropriate transitions or other devices which provide cohesion).
- perform the basic mathematical functions and operations of addition, subtraction, multiplication, and division of numbers and angles, as well as solve simple equations;

- analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies;
- analyze how cultural, economic, political, historical contexts affect children's development; explore contemporary social issues that impact children's development;
- compare and contrast various theoretical frameworks that relate to the study of human development, examine and evaluate the role of play and its relationship to development at various stages;
- apply developmental theory to the analysis of child observations, surveys and/or interviews using investigative research methodologies;
- differentiate characteristics of typical and atypical development at various stages;
- analyze the importance of the early years and the interactions between maturational processes and social/environmental factors and the effects on various areas of development.

Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

- examine the needs of school age children, their families and the community as they relate to before and after school care;
- demonstrate the ability to plan, implement and assess developmentally appropriate curriculum and environments for school age children in child care;
- identify and assess programs serving school age children in child care;
- examine standards for quality school age care and the elements of professional preparation required in becoming effective caregivers in programs serving school age children.

Course Content

Total Faculty Contact Hours = 48.0

School Age Children (6 hours)

Developmental characteristics and milestones from age 5-12
Child Care Programs for Children 5-12
Developmentally appropriate practice in school age child care
School age program quality and standards

The Physical Environment of a Program (3 hours)

The importance of environments in supporting development
Designing indoor spaces for school age care
Designing outdoor spaces for school age care
Children's role in planning, changing, and arranging the environment

Designing School Age Child Care Programs (10 hours)

The role of the caregiver in school age child care programs
Philosophies, goals and objectives
Planning for cultural and linguistic diversity
Planning for integrated curriculum
Planning for health and safety
Nutrition education and snack making

Supporting social competence

Designing the Curriculum and Activities (12 hours)

Responding to the needs of the whole child

Planning culturally, individually and linguistically relevant curriculum

The importance of planning, schedules and transitions

Field trips, clubs and community involvement

School Age Child Care Curriculum (12 hours)

The role of arts in supporting development

Developmentally appropriate games

Science and math in after school programs

Language and literacy development

Physical education

Home, School, and the Community (5 hours)

Developing and maintaining relationships with families

Developing and maintaining relationships with school site personnel

Identifying community resources

Methods of Instruction

The following methods of instruction may be used in this course:

- classroom lecture and discussion;
- educational technologies including the internet and other electronic presentations;
- collaborative group work;
- individual and group presentations;
- demonstrations;
- guest speakers.

Out of Class Assignments

The following out of class assignments may be used in this course:

- essays (e.g. reflective essay responding to a specific reading assignment);
- observation assignment (e.g. identification and observation of three different types of programs for school age children and a summary of the similarities and differences between the programs);
- projects (e.g. create a graphic representation of a developmentally appropriate environment for a school age child care program);
- curriculum plans (e.g. develop curriculum plans appropriate for school age children in child care or out-of-school programs).

Methods of Evaluation

The following methods of evaluation may be used in this course:

- instructor evaluation of out of class assignments;
- mid term assessment (e.g. a reflective assessment of knowledge and understanding gained from course content and examples of application and/or integration of the concepts learned);

- final paper (e.g. an essay identifying the skills and experiences that contribute to the development of an effective teacher/caregiver in school age child care programs).
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Textbooks

Click, Phyllis, and Jennifer Parker. *Caring for School-age Children*. 6th ed. New York: Wadsworth Cengage Learning, 2012. Print.
11th Grade Reading Level. ISBN: 978-1111298135

Harms, Thelma, Ellen Vineberg Jacobs, and Donna Romano White. *School-Age Care Environment Rating Scale*. New York: Teachers College, 2013. Print.
10th Grade Reading Level. ISBN: 0807755095

Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

- demonstrate an understanding of the needs of school age children, their families and the community as they relate to before and after school care or out-of-school care;
- plan, implement and assess developmentally appropriate curriculum and environments for school age children in child care;
- identify alternative program options serving school age children outside of school time and analyze program goals and objectives as they relate to the needs and concerns of school age children and their families;
- demonstrate an understanding of the standards for quality school age care and recognize the elements of professional preparation required to become an effective teacher/caregiver in programs serving school age children.