

Course Outline

COURSE: CD 14A **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2022 **CURRICULUM APPROVAL DATE:** 04/12/2022

SHORT TITLE: WORK W/SCH AGE CHLD

LONG TITLE: Working with School Age Children

| <u>Units</u> | <u>Number of Weeks</u> | <u>Type</u> | <u>Contact Hours/Week</u> | <u>Total Contact Hours</u> |
|--------------|------------------------|-------------|---------------------------|----------------------------|
| 3 | 18 | Lecture: | 3 | 54 |
| | | Lab: | 0 | 0 |
| | | Other: | 0 | 0 |
| | | Total: | 3 | 54 |

COURSE DESCRIPTION:

Students will learn the developmental characteristics of school-aged children, issues relating to before and after-school programs for children from kindergarten to grade eight, and specific details of administering and leading such a program. Other topics include recreation versus academic enrichment, staffing requirements, age groupings, program content, and community resources. This course has the option of a letter grade or pass/no pass. **ADVISORY:** CD 3 or PSYC 3.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Observe and demonstrate strategies to establish productive relationships between children, staff and families.
2. Review and explain the principles of growth and development for 5 ? 12 year old children.
3. Demonstrate the ability to advance children's physical, cognitive, social, and emotional development through personal interaction, environment and curriculum planning.
4. Identify and discuss the elements of a high quality after school program.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Identify different models of school-age programs and design a model of leadership in programs and advocacy for children and families needs.
2. Plan developmentally appropriate school-age curriculum activities in three domains of development: cognitive, affective, and psychomotor.
3. Articulate three major child development theories and translate these theories into appropriate school-age care environments that include centers and materials.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 04/12/2022

4 Hours

Content: Introduction. Getting Acquainted. Where Are Our Children After School. What Exactly is an Out of School Program. What is Quality in OST.

3 Hours

Content: View of the Field: School-Age Care and Youth Development. Options of Care. Elements of Effective Before and After School Care.

3 Hours

Content: Developing and Ensuring Program Quality. Continuous Program Improvement and Accreditation.

3 Hours

Content: What Does it Take to Work with School-Age Children. Meet the Adults. The Common Need: A Knowledge of Child Development. Educational Options. Characteristics of People Who Work Successfully With Children.

3 Hours

Content: Theories of Child Development. Physical Growth and Development. Socio-Emotional Development. Cognitive Development. Moral Development. Learning Theory. Ecological Systems Theory.

3 Hours

Content: The Adult's Role in Socialization and Development. The Process of Socialization. Adults and the Development of the Personality. Adults as Teachers.

Site Visit Observation Due.

3 Hours

Midterm Exam.

3 Hours

Content: Concerns Facing Today's Children. Understanding and Guiding Children's Behavior. Parent's and Children's Fears and Concerns. Maslow's Hierarchy of Needs. Family School and Community Issues. Conditions Affecting Children's Behavior. Guiding Children's Behavior.

3 Hours

Content: Environments for School-Age Children. Physical Settings. Three Dimensions of Environments for Children. Attractive, Interesting and Safe Environments. Accessible Environments for All Children. Evaluation of Environments.

3 Hours

Content: Cooperative Program Planning. The -Curriculum- of School-Age Programs. Developing Curriculum Plans. The Benefits of Advanced Planning. Planning the Month, Week, Day. Planning an Activity. Planning Long Term Activities. Evaluating Curriculum.

3 Hours

Content: A Health and Fitness Curriculum: Fighting Back Against Childhood Obesity. An Epidemic of Obesity. Developing Lifelong Health and Fitness Habits. Incorporating Nutrition Education and Physical Activity into Your Programs.

3 Hours

Content: Engaging Children in Indoor Activities.

3 Hours

Content: Engaging Children in Outdoor Activities. The Importance of Choice and Play. Balancing Academic Enrichment and Applied Knowledge. Activities that Support Learning. Creative Arts. Health and Fitness. Technology. Outdoor Environments. Unstructured Play. Nature and Ecological Activities. Games and Sports. Other Outdoor Pursuits.

3 Hours

Content: Working with Older School-Age Children and Teens. Developmental Characteristics. Differences in Programs. Characteristics of Successful Programs.

3 Hours

Content: Developing Partnerships with Family, School and Community. Building Relationships with Families, Schools and the Community.

6 Hours

Content: Licensing, Policy and Personnel Issues. Administrative Issues: Licensing, Policy, and Personnel. Curriculum Project Due.

Review for Final.

2 Hours

Final Exam

METHODS OF INSTRUCTION:

Traditional Lecture:

1. Lecture with use of overhead projector and white board.
2. Film/video presentation and class discussion.
3. Small group collaborative projects to be done in class.
4. Guest speakers and/or panel presentations when appropriate and available.

-OR-

Distance Learning:

1. Lectures, graphics, and other visuals posted on web site on a weekly basis.
2. Internet based class discussion weekly.
3. One-on-one student/instructor communication on designated topics.
4. Student assignments submitted for evaluation by mail, fax, or e-mail.
5. Guest presenters and/or panel presentation in online chat rooms when technology becomes available to do so.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 6

Assignment Description

Read the appropriate textbook chapter on School-Age Child Care: The Problem Examined . . . Solutions Explored.

Required Outside Hours 6

Assignment Description

Read the appropriate textbook chapter. Complete Interview Handout.

Required Outside Hours 6

Assignment Description

Read the appropriate textbook chapter. Contact one agency or resource for families in your community and be prepared to report on your findings.

Required Outside Hours 6

Assignment Description

Read the appropriate textbook chapter. Be prepared to discuss the seven types of families usually represented in school-age day care facilities, including consideration of your responsibility to these families.

Required Outside Hours 6

Assignment Description

Read the appropriate textbook chapter. Read The Emerging Self and Self Esteem handouts. Plan Self Esteem Presentation for Midterm.

Required Outside Hours 6

Assignment Description

Read the appropriate textbook chapters. Plan an activity to present in class which could be presented in a combined ages setting.

Required Outside Hours 6

Assignment Description

Read the appropriate textbook chapters. Write an essay on the topic, "Why Would Anyone Choose to Care for School-Age Child Care Kids?" Plan one "Kid Pleaser" activity to share.

Required Outside Hours 6

Assignment Description

Read the appropriate textbook chapters. Prepare Midterm Practicum: Present 3 Activities for Self Esteem Building.

Required Outside Hours 6

Assignment Description

Read the appropriate textbook chapters. Plan one activity which will utilize as much of the total facility as possible.

Required Outside Hours 6

Assignment Description

Read appropriate textbook chapters. Prepare a sample schedule for your ideal school-age child care facility.

Required Outside Hours 6

Assignment Description

Read appropriate textbook material. Plan one activity from a developmental perspective, for one ability level.

Required Outside Hours 6

Assignment Description

Read assigned materials and then write an essay on professional preparation, body of knowledge and skills necessary to be the Quality Caregiver of a School-Age Child Care Facility. Prepare one activity from assigned reading.

Required Outside Hours 6

Assignment Description

Read the chapter on Bibliotherapy. Plan one activity using this information.

Required Outside Hours 6

Assignment Description

Prepare your favorite Multicultural or Ethnic Activities and Plans to bring to class. Work on term paper.

Required Outside Hours 6

Assignment Description

Research motivational activities. Design an award, certificate, or contract.

Required Outside Hours 6

Assignment Description

Finish term paper and develop an oral presentation of the paper to be presented in class. Research samples of contemporary literature to display and discuss in class.

Required Outside Hours 12

Assignment Description

Complete final project. Review material covered during the course. Prepare for final.

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 50

Evaluation Description

Percent range of total grade: 40% to 70% Written Homework, Essay Exams, Term or Other Papers

Problem-solving assignments

Evaluation Percent 10

Evaluation Description

10% - 40% Written Assignments, Project, Exam

Objective examinations

Evaluation Percent 40

Evaluation Description

Percent range of total grade: 30% to 60% Multiple Choice, True/False, Matching Items, Completion

REPRESENTATIVE TEXTBOOKS:

Working With School-Age Children, 2nd Edition, Marlene Bumgarner and Mary Hoshiko Haughey, Pearson Education, 2017.

ISBN: 978-0132080859

12th Grade Verified by: Publisher

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 198670

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000316266

Sports/Physical Education Course: N

Taxonomy of Program: 130500