CENTRAL TEXAS COLLEGE
CDEC 2341
SCHOOL AGE CHILD
THREE (3) Credit Course

INSTRUCTOR: _____

OFFICE HOURS: _____

I.   INTRODUCTION

A.   A study of programs for the school age child (5 to 13 years). Topics covered include an overview of school age development, learning environments, materials, and activities and teaching/guidance techniques appropriate for school age children. Course includes 16 hours of field experiences per semester with school age children..

B.   This course is a required course for the AAS Degree and the Child and   Youth Serving Certificate in the Child Development Program.

C.   This course is occupationally related and serves as preparation for careers in child development.

D.   Required Lab Hours: 16 hours working directly with children in an approved lab setting.

E.   Prerequisite: None

II.   LEARNING OUTCOMES

Upon the completion of this course, School Age Child, the student will:

A.   Outline growth and development of the school age child. (C5, C6, C10)

1.   Describe physical and motor development.
2.   Describe cognitive development.
3.   Describe social development.
4.   Describe emotional development, including self-concept and self-esteem.
5.   Describe language and literacy development.
6.   Describe principles of growth and development related to a multi-age setting.

B.   Analyze components of quality school age programs. (C5, C6, C9, C11)

1.   Discuss characteristics of quality programs.

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2. Examine the role of play.
3. Describe the characteristics of play behaviors including the relationship between gender and play.
4. Discuss social and cultural influences that impact school age programs.
5. Explain the importance of establishing and maintaining strong, positive communication and collaborative relationships with families and resource professionals, as needed.
6. Explain appropriate teacher roles and responsibilities for caregivers of school age children.
7. Describe routines used in school age programs and their importance in meeting children's needs.
8. Discuss health and safety issues affecting school age children.
9. Develop appropriate schedules.

C. Analyze elements of appropriate indoor and outdoor environments. (C5, C6, C9, C11, C12, C14)

1. Describe developmentally appropriate indoor environments.
2. Identify characteristics of effective room arrangements.
3. Describe developmentally appropriate outdoor environments.
4. Identify strategies for adapting programs to a variety of settings.
5. Discuss strategies for adapting environments for children with special needs.

III. INSTRUCTIONAL MATERIALS
The instructional materials identified for this course are viewable through
www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. General

1. Participate in class and laboratories regularly.
2. Participate constructively in class discussions.
3. Complete all assignments on time.
4. Attend any face to face classes on time and remain for the duration of the period.
5. Know and observe all college regulations.
6. Be present/take all examinations.
7. Read all assigned selections from the text, outside reading when assigned, and be ready to report on the reading.

8.   No tape recorders may be used in face to face classes without the expressed approval of the instructor.

Good class participation is indispensable for earning a good grade.
Regular attendance is essential for the same reason.

B.   There is a 16 hour lab requirement for this course. Lab Requirements and field experience requirements are the same in all online and face to face classes. Details are explained in your course.

NOTE: No student may receive a final grade without completing the required lab or field experience hours in full.

V.   EXAMINATIONS

A.   There will be at least two examinations or comparable projects.
B.   It is up to the discretion of the instructor to give quizzes, announced or unannounced.
C.   Make-up exams are only permitted with excused absences and at the instructor's discretion.
D.   All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examination.

VI.   SEMESTER GRADE COMPUTATIONS

A.   Your point total is determined by adding earned points on each scored assignment (projects, labs, examinations, participation, exams, quizzes, discussions, professional portfolio, and other assignments).

Percentage	Grade
90-100%	A
80- 89%	B
70- 79%	C
60- 69%	D
Below 60%	F

*Students who are unable to complete all required lab hours will receive an IP in this course and directions pertaining to an IP will be followed (see section VII C)

VII.   NOTES AND ADDITIONAL INSTRUCTIONS

A.   **Withdrawal from course**: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or who must officially withdraw from a course after the first scheduled class meeting, must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule

Friday of 3rd week for 5-week courses
Friday of 4th week for 6-week courses
Friday of 6th week for 8-week courses
Friday of 7th week for 10-week courses
Friday of 9th week for 12-week courses
Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B.   **Administrative Withdrawal**: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, "an institution of Higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher

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education." This statue was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

C. **Incomplete Grade**: In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of "IP" is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student's actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the "IP" will be converted to an "FI" and appear as an "F" on the student's official transcript.

D. **Professionalism**: Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.

E. **American with Disabilities Act (ADA)**: Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion**: The instructor reserves the right of final decision in Course requirements.

G. **Civility**: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Scholastic Honesty**: All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy.

Each student should avoid:

1. Plagiarism: the taking of passages or ideas from writings of others without giving proper credit to the source.

2. Collusion: working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.

3. Cheating: giving or receiving information on an examination, homework, or projects.

VIII. COURSE OUTLINE

A. <u>Lesson One:</u> Chapters 1 and 2

1. <u>Learning Outcomes</u>: Upon successful completion of this lesson, the student will:

- a. Discuss the need for child care.
- b. Describe the characteristics of an effective caregiver/teacher
- c. State the education and experience requirement of a caregiver/teacher
- d. Explain the caregiver's role in children's development.
- e. Discuss ethical considerations and be familiar with the NAEYC Code of Ethical Conduct.
- f. State the factors that are important to children's sense of self.
- g. Discuss bullying and ways to help the bully and the victim.
- h. Discuss the importance of having a friend and how child care leaders can help children make friends.
- i. Understand the typical developmental characteristics of children during middle childhood.

2. <u>Learning Activities</u>:

- a. Read chapters 1 and 2. Follow the case studies in each chapter and be able to understand how new material and the chapter applies to the selected case studies. (F1, F11)
- b. Research the requirements for school-age childcare teachers in your state and two adjoining states. Prepare a presentation to note the similarities and differences, and include any additions you think should be added to the requirements.(F1, F2, F7, F8, F11, F12)
- c. Discuss with your peers how you would react to a five-year old who is acting like a much younger child. (F1, F5, F6, F7, F11)
- d. Discuss with your peers how you would encourage independence

in a school-age child. (F1, F5, F6, F7, F11)

    e.   Discuss with your peers how you would deal with children who are excluded in activities by their peers. (F1, F5, F6, F7, F11)

    c.   Examine the Code of Ethical Conduct by NAEYC at this website www.naeyc.org and interpret the contents.

3. Lesson Online:

    a.   Characteristics of an effective caregiver.
    b.   Requirements for caregivers.
    c.   Caregiver's roles in children's development.
    d.   NAEYC Ethical Code
    e.   Importance of friends to school age children's development.
    d.   Developmental characteristics of school age children.

B. Lesson Two: Chapter 3

1. Learning Outcomes: Upon successful completion of this lesson, the student will:

    a.   Describe current family forms.
    b.   Discuss the effects of home environments on children.
    c.   Explain the role of caregivers in relation to helping children and their parents.

2. Learning Activities:

    a.   Read chapter 3. Follow the case studies in each chapter and be able to understand how new material and the chapter applies to the selected case studies. . (F1, F11)
    b.   Discuss with your peers how you will help a child who is displaying erratic behaviors in the classroom. What could be the cause? How can you find out? What will you do, based on the knowledge gained from this chapter. Case study discussion questions from chapter. (F1, F5, F6, F7, F11)

3. Lesson Outline:

    a.   Family forms.
    b.   Home environments and their impact on development.
    c.   Caregiver roles and relationships with parents and children.

C. Lesson Three: Chapters 4 and 5

1.   **Learning Outcomes**: Upon successful completion of this lesson, the student will:

    a.   Discuss the importance of understanding child development and the differences between development and learning.
    b.   Outline the major changes and variations in physical growth patterns among children.
    c.   State the causes of obesity and how child care staff members can help children and families.
    d.   Describe the chronic health conditions children suffer.
    e.   Describe the motor skills children develop during middle childhood.
    f.   Discuss major principles of several cognitive theories.
    g.   List the concerns expressed by critics of each theory as well as the points of agreement.
    h.   Describe the ways in which child care leaders can use each theory to enhance children's development.
    i.   Discuss the ways in which children develop and use language, including second language learning.

2.   **Learning Activities**:

    a.   Read chapters 4 and 5. Follow the case studies in each chapter and be able to understand how new material and the chapter applies to the selected case studies. (F1, F11)
    b.   Discussion about barriers when working with non-English speaking parents. Case study discussion questions from chapter. (F1, F5, F6, F7, F11)
    c.   Do a research project about childhood obesity linked to marketing in America. (Idea: take a trip to the grocery store and describe or photograph how placement of products and marketing efforts visible at the store contribute to childhood obesity). (F1, F2, F7, F11, F12)
    d.   Lab assignment about motor skills and physical development in middle childhood. (F1, F2, F7, F8, F11, F12)

3.   **Lesson Outline**:

    a.   Differences between development and learning.
    b.   Physical growth patterns
    c.   Obesity in middle childhood
    d.   Chronic health conditions in middle childhood
    e.   Cognitive theories
    f.   Language use and second languages

D. **Lesson Four: Chapters 6 and 7**

1.   **Learning Outcomes**: Upon successful completion of this lesson, the student will:

    a.   Discuss the major principles of several theories of psychological and moral development.

    b.   List the concerns expressed by critics of each theory as well as the points of agreement.

    c.   Develop strategies child care leaders can use to enhance children's psychosocial and moral development.

    d.   Discuss strategies for helping children make and keep friends.

    e.   State the steps used to help children resolve conflicts.

    f.   Describe children's development of their self-image.

    g.   Relate the ways in which children learn cooperative behavior.

    h.   Discuss verbal and other strategies for helping children change their behavior.

    i.   Describe behaviors and issues related to caring for students with special needs, which can create problems for individuals in the group.

2.   **Learning Activities**:

    a.   Read chapters 6 and 7. Follow the case studies in each chapter and be able to understand how new material and the chapter applies to the selected case studies. (F1, F11)

    b.   Discussion about rejection and children who pick on others. Case study discussion questions from chapters. (F1, F5, F6, F7, F11)

    c.   Prepare a presentation about gender difference in children's play and socialization. (F1, F2, F7, F8, F11, F12)

    d.   Lab assignment about children's behaviors and peer relationships. (F1, F2, F7, F8, F11, F12)

3.   **Lesson Outline**:

    a.   Theories related to psychological and moral development

    b.   Strategies for making and keeping friends

    c.   Steps to conflict resolution

    d.   Children's development of their self-image

    e.   Developing cooperative behavior

    f.   Behaviors related to children with special needs in group settings

E.   **Lesson Five: Chapters 8 and 9**

    1.   **Learning Outcomes**: Upon successful completion of this lesson, the student will:

        a.   Describe how to begin the process of developing program goals.

        b.   Explain the difference between a holistic vs. an academic approach to programming.

        c.   Discuss two general aspects of developmentally appropriate practices and the three kinds of knowledge necessary for child care leaders to understand.

        d.   Describe planning for children with varying cultural and linguistic backgrounds.

        e.   Describe some approaches to organizing an after school program.

        f.   Discuss the planning of summer programs.

        g.   Describe ways in which the physical environment enhances development.

        h.   State general guidelines for planning indoor and outdoor space.

        i.   Draw a plan for a child care room with adjoining playground.

        j.   Discuss ways to adapt the environment when space must be shared.

    2.   **Learning Activities**:

        a.   Read chapters 8 and 9. Follow the case studies in each chapter and be able to understand how new material and the chapter applies to the selected case studies. (F1, F11)

        b.   Case study discussion questions from chapters. (F1, F5, F6, F7, F11)

        c.   Create an indoor and outdoor floor plan for a school age child care environment. (F1, F2, F7, F8, F11, F12)

        d.   Lab assignment about child care environments – complete environmental checklist for indoor and outdoor environments. (F1, F2, F7, F8, F11, F12)

    3.   **Lesson Outline**:

        a.   Program goals
        b.   holistic and academic approaches to programming
        c.   Developmentally appropriate practices in school age environment
        d.   Inclusion

e.   Approaches to after school child care
f.   Summer program planning
g.   Indoor and outdoor space
h.   Adapting environments/shared spaces

F.   Lesson Six: Chapters 10, 11, 12

1.   **Learning Outcomes**: Upon successful completion of this lesson, the student will:

a.   Discuss why games should be part of a child care curriculum.
b.   Understand how to establish a safe environment for games.
c.   Plan and implement a variety of games for outdoor and indoor play.
d.   List some guidelines for making games fun.
e.   Discuss the use of computers as adjunct learning tools.
f.   Discuss the importance of art, music, and drama to children and their development.
g.   Plan and implement appropriate activities for the visual arts, for music and movement, and for drama.
h.   Discuss the importance of science and math in a school-age child care program.
i.   Describe how children engage in science and math activities as scientists and mathematicians.
j.   Discuss the leader's role in supporting children's cognitive development through facilitation of science and math activities.
k.   Plan and implement appropriate science and math activities.

2.   **Learning Activities**:

a.   Read chapters 10, 11, 12. Follow the case studies in each chapter and be able to understand how new material and the chapter applies to the selected case studies. (F1, F11)
b.   Case study discussion questions from chapter. (F1, F5, F6, F7, F11)
c.   Prepare a portfolio of developmentally appropriate school-age games that encourage cooperation and learning in various domains (F1, F2, F7, F8, F11, F12)
d.   Lab assignment about school-age learning through play – (ideally use games that were developed as a learning activity) (F1, F2, F7, F8, F11, F12)

3. **Lesson Outline**:

    a. Games in middle childhood
    b. Computers as adjunct learning tools
    c. The importance of art, music, and drama
    d. Appropriate games and activities
    e. Appropriate activities for the visual arts, music and movement, and drama
    f. The importance of science and math in a school-age child care program
    g. Leader's role in supporting cognitive development through science and math activities
    h. Appropriate science and math activities

G. **Lesson Seven: Chapters 13, 14, 15**

    1. **Learning Outcomes**: Upon successful completion of this lesson, the student will:

        a. Discuss the importance of literacy in a school-age child care program.
        b. Articulate the skills that lead to reading comprehension and writing.
        c. Create an environment that supports children's literacy development.
        d. Explain how child care leaders can enhance children's development in complex language, reading, and writing.
        e. Discuss how caregivers can support language acquisition for English language learners.
        f. Plan and implement developmentally appropriate activities with intentionality that include complex language, reading, and writing components.
        g. Explain the importance of preparing children for future adult roles.
        h. Plan and implement experiences that help children explore a variety of jobs and workplaces.
        i. Understand how child care staff can help children practice the skills they may need as future workers.
        j. Discuss the physical health and common chronic health conditions of children in the United States.
        k. Plan and implement age-appropriate nutritional activities.
        l. Plan and implement age-appropriate fitness experiences.
        m. State suggestions for caregivers when implementing a fitness program.

2. **Learning Activities**:

   a. Read chapters 13, 14, 15. Follow the case studies in each chapter and be able to understand how new material and the chapter applies to the selected case studies. (F1, F11)
   b. Case study discussion questions from chapter. (F1, F5, F6, F7, F11)
   c. Prepare a portfolio of developmentally appropriate school-age activities that encourage literacy. (F1, F2, F7, F8, F11, F12)
   d. Prepare an activity that encourages health and fitness in school age children. (F1, F2, F7, F8, F11, F12)
   e. Lab assignment about health and fitness in school age children (ideally implement prepared activity with school age children) (F1, F2, F7, F8, F11, F12)

3. **Lesson Outline**:

   a. The importance of literacy in school age programs
   b. Reading comprehension skills and writing skills
   c. Supporting literacy through the environment
   d. Developmentally appropriate literacy activities
   e. Preparing children for adult roles
   f. Helping children explore jobs
   g. Physical health and chronic health conditions
   h. age-appropriate nutritional activities
   i. Age-appropriate fitness experiences

H. **Lesson Eight: Chapters 16 and 17**

1. **Learning Outcomes**: Upon successful completion of this lesson, the student will:

   a. Discuss how community resources can support school-age programs.
   b. Describe ways to use intergenerational resources outside the child care center.
   c. State ways to make a volunteer program effective by removing barriers to community participation.
   d. Discuss changes in the goals for school-age child care.
   e. State the current laws and associations that relate to the quality of today's child care programs.
   f. Relate the progress that has been made toward developing a credential.

g. Discuss evaluation of programs.
h. Describe how to assess children's progress as part of the overall quality of a program.

2. **Learning Activities**:

a. Read chapters 16, 17. Follow the case studies in each chapter and be able to understand how new material and the chapter applies to the selected case studies. (F1, F11)
b. Case study discussion questions from chapter. (F1, F5, F6, F7, F11)
c. Compile a resource file of appropriate community resources for school-age programs. (F1, F2, F7, F8, F11, F12)
d. Debate the importance of accreditation vs. minimum standards
e. Develop an assessment checklist. (F1, F2, F7, F8, F11, F12)
f. Lab assignment about child assessment. Ideally, assess school-age children using developed assessment checklist) (F1, F2, F7, F8, F11, F12)

3. **Lesson Outline**:

a. Community resources that support school-age programs
b. Ways to use intergenerational resources
c. Community participation
d. Goals for school-age child care
e. Current laws and related school-age child care associations
f. Credentialing
g. Evaluating programs
h. Child assessment

CLASS SCHEDULE/SYLLABUS DISCLAIMER:

A syllabus is not a contract between instructor and student, but rather, a guide to course procedures on attendance, requirements, grading, objectives and class topic, and reading schedule. The instructor reserves the right to amend the syllabus when circumstances dictate or unusual opportunities for student learning arise. Student will be duly notified.