



Course Syllabus

CDEC 2341 — The School-Age Child

Revision Date: April 19, 2016

Catalog Description: A study of programs for the school-age child, including an overview of development, learning environments, materials, activities and guidance techniques.

Lecture hours = 3 Lab hours = 0

Prerequisites: None

Semester Credit Hours: 3

Lecture Hours per Week: 3

Lab Hours per Week: 0

Contact Hours per Semester: 48

State Approval Code: 19.0709

Instructional Goals and Purposes: The purposes of this course are a) to present information on programs for the school-age child, including an overview of development, learning environments, materials, activities and guidance techniques, and b) to provide opportunities for students to engage in practical application of the course concepts through direct interaction with young children in a child-care/educational setting.

Learning Outcomes: After studying all materials and resources presented in the course, the student will be able to:

1. Outline growth and development of the school-age child.
2. Analyze components of school-age programs.
3. Develop materials, activities, and guidance strategies for school-age children.

Specific Course Objectives (includes SCANS):

After studying all materials and resources presented in the course, the student will be able to:

1. Outline growth and development of the school-age child. (SCANS: 1a-i, 1a-ii, 1a-iv, 1b-i, 1b-ii, 1b-iii, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iii, 1c-iv, 1c-v, 2a-i, 2b-ii, 2b-iv, 2b-v, 2b-vi, 2c-i, 2c-ii, 2c-iv, 2d-i, 2d-ii, 2d-iii, 2e-i, 2e-iii)
 - a. Understand the typical developmental characteristics of children during middle childhood.
 - b. Discuss the importance of understanding child development, and the differences between development and learning.
 - c. Understand major changes and variations in physical growth patterns among children.
 - d. State the causes of obesity and how child care staff members can help children and families.
 - e. Describe the chronic health conditions children suffer.
 - f. Describe the motor skills children develop during middle childhood.
 - g. Discuss the major principles of several cognitive theories.
 - h. List the concerns expressed by critics of each theory as well as the points of agreement.

- i. Describe the ways in which child care leaders can use each theory to enhance children's development.
 - j. Discuss the ways in which children develop and use language, including second language learning.
 - k. Discuss the major principles of several theories of psychological and moral development.
 - l. List the concerns expressed by critics of each theory as well as the points of agreement.
 - m. Develop strategies child care leaders can use to enhance children's psychosocial and moral development.
 - n. Discuss the two general aspects of developmentally-appropriate practices and the three kinds of knowledge necessary for child-care leaders to understand.
 - o. Discuss the physical health and common chronic health conditions of children in the United States.
 - p. Describe children's development of their self-image.
 - q. Relate the ways in which children learn cooperative behavior.
2. Analyze components of school-age programs. (SCANS: 1a-i, 1a-ii, 1a-iv, 1b-i, 1b-ii, 1b-iii, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iii, 1c-iv, 1c-v, 2a-i, 2b-ii, 2b-iv, 2b-v, 2b-vi, 2c-i, 2c-ii, 2c-iv, 2d-i, 2d-ii, 2d-iii, 2e-i, 2e-iii)
- a. Discuss the need for child care.
 - b. Describe the characteristics of an effective caregiver/teacher.
 - c. State the education and experience requirements of a caregiver/teacher.
 - d. Discuss ethical considerations and be familiar with the NAEYC Code of Ethical Conduct.
 - e. Understand the role of caregivers in relation to helping children and their parents.
 - f. Describe how to begin the process of developing program goals.
 - g. Explain the difference between a holistic vs. an academic approach to programming.
 - h. Discuss the two general aspects of developmentally-appropriate practices and the three kinds of knowledge necessary for child care leaders to understand.
 - i. Discuss the importance of planning, and some common planning approaches and guidelines.
 - j. Describe some approaches to organizing an after-school program.
 - k. Discuss the planning of summer programs.
 - l. Describe ways in which the physical environment enhances development.
 - m. State general guidelines for planning indoor and outdoor space.
 - n. Draw a plan for a child care room with an adjoining playground.
 - o. Discuss ways to adapt the environment when space must be shared.
 - p. Discuss why games should be part of a child care curriculum.
 - q. Understand how to establish a safe environment for games.
 - r. Discuss how community resources can support school-age programs.
 - s. Describe ways to use intergenerational resources outside the child care center.
 - t. State ways to make a volunteer program effective by removing barriers to community participation.
 - u. Discuss changes in the goals for school-age child care.
 - v. State the current laws and associations that relate to the quality of today's child care programs.
 - w. Relate the progress that has been made toward developing a credential.
 - x. Discuss evaluation of programs.
 - y. Describe how to assess children's progress as part of the overall quality of a program.
3. Develop materials, activities, and guidance strategies for school-age children. (SCANS: 1a-i, 1a-iv, 1b-i, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)

- a. State the factors that are important to children's sense of self.
- b. Discuss bullying and ways to help the bully and the victim.
- c. Discuss the importance of having a friend, and how child care leaders can help children make friends
- d. Describe the current family forms.
- e. Discuss the effects of home environments on children.
- f. Discuss strategies for helping children make and keep friends.
- g. State the steps used to help children resolve conflicts.
- h. Describe children's development of their self-image.
- i. Relate the ways in which children learn cooperative behavior.
- j. Discuss verbal and other strategies for helping children change their behavior.
- k. Describe behaviors and issues related to caring for students with special needs, which can create problems for individuals and the group.
- l. Describe planning for children with varying cultural and linguistic backgrounds.
- m. Develop strategies child-care leaders can use to enhance children's psychosocial and moral development.
- n. Plan and implement a variety of games for outdoor and indoor play.
- o. Discuss why games should be part of a child care curriculum.
- p. Understand how to establish a safe environment for games.
- q. List some guidelines for making games fun.
- r. Discuss the use of computers as adjunct learning tools.
- s. Discuss the importance of art, music, and drama to children and their development.
- t. Plan and implement appropriate activities for the visual arts, for music and movement, and for drama.
- u. Discuss the importance of science and math in a school-age child care program.
- v. Describe how children engage in science and math activities as scientists and mathematicians.
- w. Explain how math and science are integrated, and why the process of science is important in school-age child care.
- x. Describe a science and math environment in a high quality child care program.
- y. Discuss the leader's role in supporting children's cognitive development through facilitation of science and math activities.
- z. Plan and implement appropriate science and math activities.
- aa. Explain the importance of preparing children for future adult roles.
- bb. Plan and implement experiences that help children explore a variety of jobs and workplaces.
- cc. Plan and implement age-appropriate nutritional activities.
- dd. Plan and implement age-appropriate fitness experiences.
- ee. State suggestions for caregivers implementing a fitness program.

Course Content:

Students in all sections of this course will be required to do the following:

1. Read assigned sections in the text.
2. Use Canvas to access assignments and course materials.
3. Locate information in the library databases or on the Internet when assigned.
4. Use Canvas email to communicate with the instructor.
5. Interact with other students and the instructor via the Canvas discussion board.
6. Complete these assignments and exams showing progress toward mastery of objectives listed in the Syllabus:
 - a. Projects

- b. Discussions
- c. Chapter Quizzes
- d. Exams (4—including comprehensive Final Exam)

Methods of Instruction/Course Format/Delivery: Students in all sections of this class will have access to this course via the Canvas Learning Management System. Students in the face-to-face course will meet regularly to discuss the material. Online students will be **required** to meet with the instructor or testing proctor for testing only. Instruction and class participation will include:

- Instructor lecture or online facilitation
- Online submission of assignments
- Email
- Videos
- Discussion Board
- Practice Exams
- Quizzes

Assessment: The grade for this course will be based on the following items assigned during the semester:

- Assignments: = 50%
 - Projects
 - Discussions
 - Chapter Quizzes
- Exams, including a comprehensive Final Exam = 50%

Course Grade:

The grade for this course will be based on the Grading Scale listed below.

To earn a passing grade, all required documents for the four-hour field study component **MUST** be submitted **ON** or **BEFORE** the **DUE DATE**. Students who do not complete **all** four hours will not receive credit for the course, regardless of performance on other assignments.

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|-----------|---|-------------------|
| 90-100 % | A | Exams = 50% |
| 80-89% | B | Assignments = 50% |
| 70-79% | C | |
| 60-69% | D | |
| Below 60% | F | |

Texts, Materials, and Supplies:

TEXTBOOK(S): *Caring for School-Age Children, 6th Edition*, by Phyllis M Click and Jennifer Parker, (2015). Belmont, CA: Cengage. **ISBN: 9781111298135**

SOFTWARE: **Web browser such as Google Chrome, Mozilla Firefox, or Internet Explorer—** updated as necessary; access to MS WORD.

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located

in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.

- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

SCANS CRITERIA

- 1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**
 - a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
 - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
 - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
 - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
 - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
 - v) Speaking: Organize ideas and communicate orally.
 - b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
 - i) Creative Thinking: generate new ideas.
 - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
 - iii) Problem Solving: recognize problems and devise and implement plan of action.
 - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
 - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
 - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
 - c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
 - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
 - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
 - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
 - v) Integrity and Honesty: choose ethical courses of action.
- 2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**
 - a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
 - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
 - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
 - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
 - b) **Interpersonal Skills:** A worker must work with others effectively.
 - i) Participate as a Member of a Team: contribute to group effort.
 - ii) Teach Others New Skills.
 - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

- c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

- d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.