Reedley College

CREDIT COURSE OUTLINE

I. COVER PAGE

(1) CHDEV 8B	(2) SCHOOL-AGE CHILD CARE	(3) 3
Number	Title	Units

(4) Lecture / Lab Hours:				(8) Classification:		
Total Course Hours						
	Total Lec hours:		3.00		Degree applicable:	X
	Total Lab hours:				Non-degree applicable:	
	Total Contact hours:		54.00		Basic skills:	

Lec will generate _0_ hour(s) outside work.
Lab will generate _0_ hour(s) outside work.

(5) Grading Basis:	Grading Scale Only	X
	Pass/No Pass option	
	Pass/No Pass only	

(6) Advisories:

Eligibility for English 126

Eligibility for English 125

(7) Pre-requisites(requires C grade or better):

Corequisites:

(9)RC	Fulfills AS/AA degree requirement: (area)	
	General education category:	
	Major: CHILD DEVELOPMENT	
	Certificate of: CHILD CARE FOR SCHOOL-AGE CHILDREN/TEACHER CHILD DEVELOPMENT	
	Certificate in:	

(10)CSU	Baccalaureate:	X
(11)Repeatable: (A course may be repeated three times)		0

(12) Catalog Description:
This course will examine appropriate activities, materials, and curriculum development for the child 5 to 12 years in a group-care setting. An emphasis will be placed on the duties and requirements of the classroom teacher, including the importance of understanding growth and development, and planning developmentally appropriate activities for small and large groups of children.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:
- I. Demonstrate knowledge of child growth and developmental theory.
- II. Recognize the importance of the adult role in the socialization process.
- III. Demonstrate competencies in the area of program planning and evaluation.
- IV. Demonstrate knowledge of child behavior and positive guidance.
- V. Demonstrate skills in curriculum development

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:
- I. Describe the developmental characteristics and needs of school-age children.
- II. Apply child development theory in the design and planning of appropriate school-age curriculum.
- III. Identify developmentally appropriate activities to be used with school-age children given a list of activities.
- IV. Compile a portfolio of developmentally appropriate outdoor activities for small and large groups of children.
- V. Organize and manage groups of children in a learning activity.

IV. COURSE OUTLINE:

Lecture Content:

A. Working with Older School-Age Children
 1. Differences in programs for older children
 a. clubs and other types of focus groups
 b. role of staff
 c. options for facility
 2. Key Characteristics of Programs for Older Children
 a. increased responsibility for program planning and rules for children

b. mentoring opportunities in the community
   c. community outreach and service
   d. special challenges of programs for teens
   e. curriculum and activities

B. Theories of Child Development
 1. Physical growth and development
 a. Gesell
 b. developmental norms
 c. developmental screening
 2. Psychosocial Development
 a. Freud
 b. Erickson
 c. Havinghurst
 3. Cognitive Development
 a. Piaget
 b. Vygotsky
 c. Gardner
 4. Moral Development
 a. Kohlberg
 b. Gilligan
 c. Damon
 5. Learning Theory
 a. Skinner
 b. Bandura

C. Conditions Affecting Children's Behavior
 1. Understanding the Behavior of School-age Children
 2. Principles of Positive Guidance Techniques
 a. methods used to develop self-control
 b. setting limits
 c. problem solving
 d. increasing appropriate behavior
 e. how to help children handle feelings
 f. direct and indirect guidance
 g. cooperative learning strategies
 3. When to involve parents
 4. Behavior plan

D. Curriculum Development
 1. Arts and Crafts
 a. individual projects
 b. group projects
 c. painting, sculpting, drawing
 d. stitchery, weaving, and knitting
 e, carpentry
2. Creative Productions and Dramatics
 a. storytelling
 b. pantomime and improvisation
 c. puppetry
 d. video productions
 3. Cultural Music and Dance
 a. rhythm instrument creation
 b. music production
 c. creative movement
 d. songs and music from around the world
 4. Science Experiences
 a. nature study and nature crafts
 b. experiments for discovering basic principles of physics and chemistry
 c. gardening
 d. nutrition guide and study
 e. cooking and food preservation
 5. Computer Activities
 a. tutorial and academic exercises
 b. recreational games
 c. creative writing

E. Use of Community Resources
 1. Field trips
 2. Agencies serving the school-age child

F. Developing Partnerships with Families and the Community
 1. Admission and enrollment policies
 2. Parent handbook

3. Parent workshops/programs
4. Day-to-day communications
  a. newsletter
  b. parent board
  c. notes and pictures
  d. parent conferences

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:
  1. Recommended - Click, P.M. *Caring for School-age Children ,* ed. 5th Delmar, 2009, ISBN: 1428318194
  2. Recommended - B. Blakley, R. Blau, E. Brady, C. Streibert, A. Zavitkovsky, & D. Zavitkovsky. *Activities for School-Age Child Care: Playing and Learning ,* ed. Rev. ed. NAEYC, 2005, ISBN: 0935989269

II. Other Readings

___ Global or international materials or concepts are appropriately included in this course
_X_ Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Games, music, dance, and other activities from a variety of cultures will be used.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
	Check either 1 or 2 below		
X	***1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.***		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
X	a) essay exam(s)	X	d) written homework
	b) term or other paper(s)		e) reading reports
	c) laboratory report(s)	X	f) other (specify)

Required assignments may include but are not limited to the following:
1. Creating a parent newsletter
2. Short essay questions on exams require application of theory to problem solving.
3. Written response to current issues concerning children in child care or related parent concerns.
4. School Age Environmental Rating Scale

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
X	a) exam(s)		d) laboratory reports
X	b) quizzes	X	e) field work
	c) homework problems		f) other (specify):

Required assignments may include but are not limited to the following:
1. Compare and contrast 2 school-aged programs from your community.
2. Quizzes

C. Skill demonstrations, including:			
	a) class performance(s)	X	c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:
1. Student demonstration of an activity in a specified curriculum area.

D. Objective examinations including:			
X	a) multiple choice		d) completion
X	b) true/false		e) other (specify):

X	c) matching items	

COURSE GRADE DETERMINATION:
Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.
40% Objective Examination 20% Writing Assignment 20% Skill Demonstration 20% Problem Solving

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

(eligibility for English 126)
(as outcomes for English 262)
 	
__X__ Using phonetic, structural, contextual, and dictionary
        skills to attack and understand words.
_____ Applying word analysis skills to reading in context.
__X__ Using adequate basic functional vocabulary skills.
__X__ Using textbook study skills and outlining skills.
__X__ Using a full range of literal comprehension skills and
        basic analytical skills such as predicting, inferring,
        concluding, and evaluating.
	1. Students will read and apply child development theory to classroom assignments.
	
	2. Reading and the identification of topical books is required.
	
	3. Students read current research findings pertaining to teaching methods and apply in appropriate situation.

(eligibility for English 125)
(as outcomes for English 252)
 	
__X__ Writing complete English sentences and avoiding
        errors most of the time.
__X__ Using the conventions of English writing: capitalization,
        punctuation, spelling, etc.
__X__ Using verbs correctly in present, past, future, and
        present perfect tenses, and using the correct forms of
        common irregular verbs.
__X__ Expanding and developing basic sentence structure with
        appropriate modification.
_____ Combining sentences using coordination, subordination,
        and phrases.
_____ Expressing the writer's ideas in short personal papers
        utilizing the writing process in their development.
	1. Students will write lesson plans.
	
	2. Students will write critiques of readings.
	
	3. Students will write evaluations.

Check the appropriate spaces.
_____ Eligibility for Math 101 is advisory for the target course.
__X__ Eligibility for English 126 is advisory for the target course.
__X__ Eligibility for English 125 is advisory for the target course.
If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

CONTENT REVIEW

REQUISITES

No requisites