



COURSE OUTLINE : CHLDV 137

D Credit – Degree Applicable

COURSE ID 001381

Cyclical Review: September 2020

COURSE DISCIPLINE : CHLDV
COURSE NUMBER : 137
COURSE TITLE (FULL) : School Age Children in Child Care
COURSE TITLE (SHORT) : School Age Child Care

CATALOG DESCRIPTION

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: 3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours: 54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Prerequisite: CHLDV 135 or equivalent. Recommended Preparation: ENGL 100 or ESL 141 and MATH 15.



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ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	CHLDV	135	Child Growth and Development	Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies;	Yes
2	CHLDV	135	Child Growth and Development	analyze how cultural, economic, political, historical contexts affect children’s development;	Yes
3	CHLDV	135	Child Growth and 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;	Yes
4	CHLDV	135	Child Growth and Development	apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies;	Yes
5	CHLDV	135	Child Growth and Development	differentiate characteristics of typical and atypical development at various stages;	Yes
6	CHLDV	135	Child Growth and Development	analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development;	Yes
7	CHLDV	135	Child Growth and Development	explore contemporary social issues that impact children’s development.	Yes
8	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes



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10	ESL	141	Grammar and Writing IV	<p>compose a 400 to 450-word thesis-based essay which:</p> <p>(a) summarizes and cites appropriately a reading passage provided as a prompt,</p> <p>(b) includes a clear thesis statement,</p> <p>(c) uses evidence to support the thesis,</p> <p>(d) shows clear organization into an introduction, body, and conclusion, and</p> <p>(e) uses appropriate rhetorical modes such as comparison/contrast, cause/effect, and persuasion in order to support a thesis.</p>	Yes
11	MATH	15	Foundations of Algebra	Add, subtract, multiply, and divide real numbers;	Yes
12	MATH	15	Foundations of Algebra	convert between percents, decimals and fractions;	Yes

EXIT STANDARDS

- 1 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;
- 2 assess programs serving school age children in child care;
- 3 examine standards for quality school age care and the elements of professional preparation required in becoming effective caregivers in programs serving school age children.

STUDENT LEARNING OUTCOMES

- 1 examine and discuss 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
- 2 plan, implement and assess developmentally appropriate curriculum and environments for school age children in child care



COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	<p>School Age Children</p> <ul style="list-style-type: none"> • 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 	6	0	6
2	<p>The Physical Environment of a Program</p> <ul style="list-style-type: none"> • 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 	4	0	4
3	<p>Designing School Age Child Care Programs</p> <ul style="list-style-type: none"> • 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 	10	0	10
4	<p>Designing the Curriculum and Activities</p> <ul style="list-style-type: none"> • 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 	13	0	13



5	<p>School Age Child Care Curriculum</p> <ul style="list-style-type: none"> • The role of arts in supporting development • Developmentally appropriate games • Science and math in after school programs • Language and literacy development • Physical education 	13	0	13
6	<p>Home, School, and the Community</p> <ul style="list-style-type: none"> • Developing and maintaining relationships with families • Developing and maintaining relationships with school site personnel • Identifying community resources 	8	0	8
				54

OUT OF CLASS ASSIGNMENTS

- 1 essays (e.g., reflective essay responding to a specific reading assignment);
- 2 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);
- 3 projects (e.g., create a graphic representation of a developmentally appropriate environment for a school age child care program);
- 4 curriculum plans (e.g., develop curriculum plans appropriate for school age children in child care or out-of-school programs).

METHODS OF EVALUATION

- 1 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);
- 2 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).

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia



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- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	IBSN	Date
School-Age Care Environment Rating Scale	Required	Teachers College		print	Harms, Thelma	0807755095	2013
Child Development and Education	Required	Pearson	7	Print	Teresa M. McDevitt	0134806778	2019