Course Information

Course Title	The School Age Child
Course Prefix, Num. and Title	CDEC 2341 - The School Age Child
Division	Technology & Business
Department	Education / Early Childhood
Course Type	WECM Course
Course Catalog Description	A study of programs for the school age child including an overview of development, learning environments, materials, activities and guidance techniques.
Pre-Requisites	None
Co-Requisites	None

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours: Lab/Other Hours	3:3:0
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	0

Approval Signatures

Title	Signature	Date
Prepared by:		
Department Head:		
Division Chair:		
Dean/VPI:		
Approved by CIR:		

Additional Course Information

Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

1. Students will outline and describe growth and development of the school age child in the physical, cognitive-language, social-emotional-moral domains.
2. Students will describe, discuss, and apply principles of developmentally appropriate guidance and teaching techniques (according to the National Association for the Education of Young Children-NAEYC) to school age students. ages 5-13 years.
3. Students will apply principles of child development and developmentally appropriate practices to the design of indoor and outdoor environments and activities for the school age child.
4. Students will devise a safety plan accounting for principles of physical safety (preventing injury and illness) and emotional safety (promoting pro-social behaviors and avoiding bullying)

Topics Include:
Children and families
Typical development in middle childhood (physical, cognitive, language, social, and emotional domains)
Development of social competence and peer relationships in middle childhood
Creating appropriate learning environments for elementary years
Program planning for middle childhood years: Fine arts, language and literacy, science, math, physical fitness
Planning for physical safety, emotional safety, and prevention of bullying
Preventing and responding to child abuse in elementary children
Ensuring quality and standards
After the above have been covered, additional topics may be added at the discretion of the instructor

National Association for the Education of Young Children (NAEYC) Standards measured in this course:

1. Promoting child development and learning
2. Teaching and learning
3. Observing, documenting, and assessing
4. Using developmentally appropriate approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

Course Learning Outcomes:

Learning Outcomes – Upon successful completion of this course, students will:

1. Outline growth and development of the school age child (physical, cognitive and language, social emotional-moral domains)
2. Analyze components of school age programs
3. Develop materials, activities, and guidance strategies.
4. Student will communicate thoughts, ideas, information, and messages in writing in a weekly journal (or participation in weekly discussions in an online section).

Methods of Assessment:

1.2 3. Students will submit a term project describing/explaining one indoor environment and 5 indoor activity choices and one outdoor environment and 5 outdoor activity choices for a group of school age children ages 5-13 years. Students will select either primary grade children (K-2) or intermediate grade children (Grs. 3-5) as the focus of their project. Adaptations for children with special needs and special talents will be included. This project will be graded by a departmental rubric with students achieving a minimum grade of 70 points to indicate mastery.

1.2. Midterm (with a minimum of one essay question), final exam, and other quizzes deemed necessary by the instructor (Grade of 70 indicates mastery).

3. Students will submit a safety plan that addresses class rules, playground rules, hygiene, safety, prevention of communicable disease, and promotion of good mental health (preventing and responding to bullying). This project will be graded by a rubric with a grade of 70 indicating mastery.

4. In-class journal entries factored into the attendance/ participation grade (or online discussion posts in an online section)

Required text(s), optional text(s) and/or materials to be supplied by the student:

Click (most recent edition). Caring for school age children, Clifton Park, NY: Delmar Cengage

Suggested Course Maximum:

35

List any specific or physical requirements beyond a typical classroom required to teach the course.

None

Course Requirements/Grading System: Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

After reading the text books and participating in class lecture and discussions, students will compile and arrange a term project and pass instructor made tests on the material. Students will be graded in the following manner:

10% Attendance and Class Participation; Journal entries or Online discussion posts
30% Term Project and Safety Plan
60% Instructor Made Tests/and other quizzes as assigned

Grading Scale:
A-90-100%
B-80-89%
C-70-79%
D-60-69%
F-59 and below

Curriculum Checklist:

☐**Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.

☐**Administrative WCJC Core Course**. Attach the Core Curriculum Review Forms

    ☐Critical Thinking

    ☐Communication

    ☐Empirical & Quantitative Skills

    ☐Teamwork

    ☐Social Responsibility

    ☐Personal Responsibility

☒**WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist