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Course Outline for ECD 81

PLANNING CURRICULUM FOR THE SCHOOL-AGE CHILD

Effective: Fall 2004

I. CATALOG DESCRIPTION:

ECD 81 — PLANNING CURRICULUM FOR THE SCHOOL-AGE CHILD — 3.00 units

Fundamentals of planning, implementing and evaluating curriculum for before and after school care of school-age children (K-6). Emphasis on developmental levels, age appropriate activities and developing an integrated curriculum.

3.00 Units Lecture

Grading Methods:

Letter Grade

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. identify the stages of child development and age appropriate behavior;
- B. plan and develop curriculum independently by locating and using resources and materials;
- C. plan an integrated curriculum;
- D. demonstrate competency by writing examples of appropriate activities that contribute to a child's social/emotional, physical, physical, and cognitive development;
- E. demonstrate competency by planning appropriate activities that contribute to a child's ethical/moral development;
- F. plan outside activities, including field trips and assurances of safety precautions;
- G. compare the techniques of webbing, and the unique characteristics of "Project Based", "Theme Based", and "Emergent Curriculum" approaches;
- H. describe the "Seven Intelligences" and develop activities, games and projects, both indoor and outdoor that enable children with differing competencies to succeed;
- I. articulate the importance of diversity awareness and document how curriculum planning promotes appreciation of classroom community;
- J. recommend strategies for meeting the needs of special needs children;
- K. assess a program using a standardized "quality assessment tool" for school-age programs, and explain how to modify the deficiencies in a program to obtain a higher rating on the assessment.

V. CONTENT:

- A. Age appropriate behavior and characteristics of a typically developing school-age child
- B. Planning activities
 1. that contribute to the social/emotional, physical, cognitive development of school-age children,
 2. that contribute to the ethical/moral development of a school-age child,
 3. that include planning with school-age children's input, rule setting, meetings and field trips with an emphasis on safety considerations
 4. including outside activities considering the age and number of children, choosing appropriate games, game leadership techniques and outdoor equipment required
- C. Recognizing the diversity among learners; the different "intelligences" or modes of learning and presentation
- D. Acknowledging the diversity of interests and talents of the children: art, science, music, literature, dramatic play, sports, games, etc.
- E. Techniques of "webbing", characteristics and opportunities for practice in using:
 1. "Project Based",
 2. "Theme Based"
 3. "Emergent Curriculum"
- F. Cultural diversity, gender and anti-bias curriculum
- G. Accommodations for children with special needs to assure the opportunity for participation
- H. Assessment of program
 1. School Age Environmental Rating Scale (SACERS)
 2. Child Development Program Development Scale (CDPE)
 3. National Alliance for Quality School-Age Care (NSACA)

VI. METHODS OF INSTRUCTION:

- A. **Lecture** - Informal lectures
- B. **Discussion** -
- C. Group collaboration
- D. Role-Play
- E. **Audio-visual Activity** -

VII. TYPICAL ASSIGNMENTS:

A. Reading and writing 1. Read handout: "Creative Resources for Elementary Classrooms and School-Age Programs", pages 1-11 on the theme of the African Experience. Explain how this theme will be incorporated and supporting curricula suggestions for children. 2. Develop 2-3 curricula ideas that support the interest of the children and add value and appreciation to the above theme, focusing on the contemporary contribution that African-Americans make to society. 3. Read Engaging Children's Minds: The Project Approach, Chapter 4. In a written paper, describe the three major activities of the Project Based Approach: investigation, construction, and dramatic play. How will each facilitate the emergent reader/writer in building skills as well as in other learning goals that might include mathematics and science concepts? How will life skills, self esteem of the child be enhanced B. Writing, problem solving or performance: 1. Develop a daily schedule for one month using the technique of "webbing" or the Project Based Approach. Be attentive to creating an "integrated curriculum" that covers a variety of subjects, skills and interests. Individualize thematic unit bases upon assessment and consideration of individual, developmental, cultural, and interests of students. 2. Evaluate a childcare center using a school-age assessment tool. Outline and describe the changes that are needed to improve the facilities score. State challenges to making improvements. 3. With input from the children in the program, select a community project. Provide scaffolding as the children spearhead the effort. Assist the children to articulate the ethical and moral concern of the project. With the children's assistance provide, in poster form, a recap of the project

VIII. EVALUATION:

A. **Methods**

B. **Frequency**

- 1. Frequency
 - a. Weekly reading assignments
 - b. 2-3 individual presentations
 - c. 1 group project
 - d. Attendance and participation
 - e. Final

IX. TYPICAL TEXTS:

- 1. Bumgarner, Marlene *Working with School-Age Children.*, Mayfield Publishing, 1999.
- 2. California Department of Education *Kids Time, A School-Age Care Program Guide.*, -, 1994.
- 3. Harms, T., Jacobs, E.V. & White, D.R. *School-Age Environment Rating Scale.*, Teachers College Press, 1996.
- 4. Katz, Lillian G., & Chard, Sylvia C. *Engaging Child Minds: The Project Approach.*, Ablex Publishing Corporation, 2000.
- 5. Kagan, Spencer *Cooperative Learning.*, Center Source Systems, LLC, 1997.
- 6. Stassevitch, V., Stemmler, P., Shotwell, R. & Wirth, M. *Ready to Use Activities for Before and After School Programs.*, Wiley Publisher, 2002.
- 7. Wheeler, Ron *Creative Resources for Elementary and School-Age Programs.*, Del Mar Publishers, 1997.
- 8. Wishon, Phillip M, Crabtree, Karen, & Jones, Malinda E. *Curriculum for the Primary Years, An Integrative Approach.*, Merrill Prentice Hall, 1998.

X. OTHER MATERIALS REQUIRED OF STUDENTS: