Course Outline for ECD 81

PLANNING CURRICULUM FOR THE SCHOOL-AGE CHILD

Effective: Spring 2017

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, pro-social and life skills behaviors 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. create written examples of appropriate activities that contribute to a child's social/emotional, physical, cognitive and ethical/moral development;
   C. plan outdoor activities, including field trips, that assures the safety of all children;
   D. articulate the importance of diversity awareness and document how curriculum planning promotes appreciation of classroom community;
   E. recommend strategies for meeting the needs of children with challenging behaviors and exceptional needs;
   F. assess a program using a standardized "quality assessment tool" for school-age programs;
   G. explain how to modify a program to improve quality.

V. CONTENT:
   A. Characteristics of a typically developing school-age child
   B. Age-appropriate social and emotional skills and behavior
   C. Planning activities that contribute to the
        1. social/emotional, physical, cognitive development of school-age children,
        2. ethical/moral development of a school-age child,
        3. inclusion of children in planning, rule setting, meetings and field trips
        4. safety considerations for all children and adults
   D. Balancing active open-ended outdoor activities with structured indoor time including homework;
   E. Selecting appropriate equipment and materials for school-age children that address multiple ages, abilities and interests
   F. Diverse of interests and talents of the children including: art, science, music, literature, dramatic play, sports, and games
   G. Curriculum approaches and techniques
        1. "webbing"
        2. "project Based",
        3. "theme Based"
        4. "emergent Curriculum"
   H. Curriculum cycle
   I. Enabling children with differing competencies and learning styles to succeed
        1. activities
        2. games and projects
        3. sports and other outdoor activities
   J. Cultural diversity, language, gender and ability considerations for the school-age child
   K. Accommodations for children with challenging behaviors or special learning needs
   L. Assessment of program
        1. School Age Environmental Rating Scale (SACERS)
        2. National Alliance for Quality School-Age Care (NSACA)
        3. Steps to improve quality

VI. METHODS OF INSTRUCTION:
  A. **Observation and Demonstration** -
  B. **Lecture** - Informal lectures
  C. Group collaboration
  D. **Audio-visual Activity** -
  E. Role-Play
  F. **Discussion** -

VII. TYPICAL ASSIGNMENTS:
  A. Reading and writing
     1. Read handout: provided by the instructor such as "Creative Resources for Elementary Classrooms and School-Age Programs". Select from a list of themes provided by the instructor 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.
     2. Individualize thematic unit bases upon assessment and consideration of individual, developmental, cultural, and interests of students.
     3. Evaluate a school-age program using a school-age assessment tool. Outline and describe the changes that are needed to improve the facilities score. State challenges to making improvements.
     4. 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**
     1. Exams/Tests
     2. Quizzes
     3. Research Projects
     4. Papers
     5. Oral Presentation
     6. Field Trips
     7. Group Projects
     8. Class Participation
     9. Class Work
     10. Home Work
  B. **Frequency**
     1. Weekly reading assignments
     2. 2-3 individual presentations
     3. 2-3 observations of school-age children
     4. 1 group project
     5. Participation
     6. Final or final probjec

IX. TYPICAL TEXTS:
  1. Click, P. *Caring for School-Age Children.* 6th ed., Cengage, 2012.
  2. Bumgarner, Marlene *Working with School-Age Children.*, Pearson, 2011.

X. OTHER MATERIALS REQUIRED OF STUDENTS: