

CHLD 59: WORKING WITH SCHOOL-AGE CHILDREN

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Student Learning Outcomes

- Identify the behaviors and characteristics of children ages five to twelve years.
- Define the elements of developmentally appropriate, high quality school-age child care.
- Define the characteristics of effective caregivers.

Description

Review of developmental characteristics of children ages five to 12 years. Role of adult in high quality school-age care. Planning and implementing developmentally appropriate curriculum and behavior management. Creating environment program standards and using quality standards guides for evaluation. Specifically intended for those who work or desire to work with school-age children in a variety of after-school, recreation, and summer day camps.

Course Objectives

The student will be able to:

1. Identify the behaviors and characteristics of children ages five to 12 years
2. Define the elements for developmentally appropriate, high quality school-age programs
3. Demonstrate schedule and program planning skills in meeting the developmental needs, abilities, and interests of the school-age child
4. Demonstrate an understanding of cultural and learning differences and the need to use a variety of techniques when working with groups of children
5. Develop problem-solving skills used in understanding and appropriately handling children's behavior
6. Compare school-age program evaluation methods and tools
7. Review Title 22 licensing regulations for school-age programs, staffing, adult-child ratios, off-site experiences, space, and other program requirements

Course Content

1. Identify the behaviors and characteristics of children ages five to 12 years

- a. Physical development
 - b. Cognitive development
 - c. Psychosocial development
2. Define the elements for developmentally appropriate, high quality school-age programs
 - a. Goals, environment, and elementary school experiences compared with out-of-school-experiences and opportunities
 - b. Importance of making children's and their family's needs a priority in program decision making
 - c. Strategies to accommodate the needs, interests, and abilities of the school-age child in developmentally appropriate ways
 3. Demonstrate schedule and program planning skills to meet the developmental needs, abilities, and interests of the school-age child
 - a. Plan and present curriculum which promotes critical thinking, creativity, and self-expression, and fosters a sense of competence
 - b. Plan schedules for a wide range of ages, developmental levels, and school schedules
 - c. Develop curriculum opportunities for independent exploration, discovery, and experimentation
 4. Demonstrate an understanding of cultural and learning differences and the need to use a variety of techniques when working with groups of children
 - a. Examine how community and culture influence children's development of peer groups and self-esteem
 - b. Explore ways of establishing community ties to the school-age program (field trips, speakers, civic service)
 5. Develop problem-solving skills used in understanding and appropriately handling children's behavior
 - a. Identify typical age-related issues for school-age children
 - b. Incorporate issues in the curriculum, such as pro-social skills and dealing with violence, bullying, peer pressure, and media influence on the school-age child
 6. Compare school-age program evaluation methods and tools
 - a. Use School-Age Environmental Rating Scale to evaluate a school-age program
 - b. Use NAEYC Accreditation standards to evaluate a school-age program
 - c. Use DRDP to evaluate a school-age program
 - d. Use other evaluation tools to critique a school-age program
 7. Review Title 22 licensing regulations for school-age programs, staffing, adult-child ratios, off-site experiences, space, and other requirements
 - a. Compare public and private school-age programs in California
 - b. Identify hiring requirements for the school-age program teacher
 - c. Examine space, ratio, and facility requirements in California licensing regulations for school-age programs

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via Foothill Global Access: on-going access to computer with JavaScript-enabled internet browsing software, media plug-ins, and relevant computer applications.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Quizzes, tests, final exam
Observation reports
Oral presentation
Individual and group projects

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture and visual aids
Discussion of assigned reading in texts and articles
In-class exploration of internet sites
Homework
Guest speakers and field trips
Collaborative learning and small group exercises
Individual and group projects

Representative Text(s) and Other Materials

Flais, Shelly Vaziri. Caring for your School Age Child, 3rd ed.. 2018.

Click, P. Caring for School-age Children, 6th ed.. 2011.

Whelan, M.. But They Spit, Scratch and Swear. The Do's and Dont's of Behavior Guidance with School-Age Children. 2000.

The Click and Whelan texts do not have updated editions but remain relevant and provide role plays, scenarios, and specific examples useful to students.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading and study of text
2. Reading and written response to test questions, assignments, relevant articles, and online reading material
3. Reaction writing assignments to guest speakers, video viewings, and experiences, such as research projects and field trips
4. Research, planning, and written evaluation of individual or group projects

Discipline(s)

Child Development/Early Childhood Education