



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – CDEC 2341

Course Prefix and Number – The School Age Child

Department – Education/ Early Childhood

Division – Technology and Business

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture Hours # : Lab/Other Hours # 3:3:0

Equated Pay hours for course - 3

Course Catalog Description - A study of programs for the school age child including an overview of development, learning environments, materials, ~~and~~ activities and ~~teaching~~ guidance techniques.

Prerequisites/Co-Requisites - None

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

Prepared by Barbara S. Lynn

Date : 06-19-2015

Reviewed by Department Head Barbara S. Lynn

Date: 06-19-2015

Accuracy verified by Division Chair David Kucera

Date: 07/10/2015

Approved by Dean or Vice President of Instruction Leigh Ann Collins

Date: 12/3/15



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, 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

II. Course Learning Outcomes

<p align="center">Course Learning Outcomes</p> <p>Upon successful completion of this course, students will:</p>	<p align="center">Methods of Assessment</p>
<ol style="list-style-type: none"> 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). 	<p>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.</p> <p>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).</p> <p>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.</p> <p>4. In-class journal entries factored into the attendance/ participation grade (or online discussion posts in an online section)</p>

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Most recent edition of :

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

IV. Suggested Course Maximum - 35

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

none

VI. 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

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

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed
- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:
 - Basic Intellectual Competencies
 - Perspectives
 - Exemplary Educational Objectives
- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.