

**CHLD 110.3 Course Outline as of Spring 2002****CATALOG INFORMATION**

Dept and Nbr: CHLD 110.3 Title: SCHOOL AGE CHILD DEV.

Full Title: School Age Child Development

Last Reviewed: 2/24/2014

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: CHILD110.3

**Catalog Description:**

Stages of development of the 5 to 14-year-old child including physical, cognitive, social and emotional growth. Emphasis on application of methods to support optimal growth.

Recommended for people working in programs serving school age children.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 100A or ENGL 100.

**Limits on Enrollment:****Schedule of Classes Information:**

Description: Stages of development of the 5 to 14 year old child including physical, cognitive, social and emotional growth. Emphasis on application of methods to support optimal growth.

Recommended for people working in programs serving school age children. (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100A or ENGL 100.

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>		Effective:	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

**Outcomes and Objectives:**

The students will be able to:

1. Describe typical physical and motor development for school age children.
2. Describe typical cognitive characteristics of children at different ages between the ages of 5 and 14.
3. Describe typical social and emotional characteristics of children at different ages between the ages of 5 and 14.
4. Evaluate the theories of Erickson, Kohlberg, Maslow, Gilligan and Piaget (moral reasoning) in school age children's social, emotional and moral development.
5. Design guidance and discipline procedures for school age children based on the children's stage of moral development.
6. Apply Piaget's cognitive theory and Howard Gardner's multiple intelligences theory to support the cognitive development of school age children.
7. Employ techniques that develop positive and productive human relationships with and among school age children as outlined in the NSACA Standards for Quality School Age Care.
8. Employ techniques that develop positive and productive human relationships with families as outlined in the National School-Age Care Alliance Standards for Quality School-Age Care.
9. Employ techniques that develop positive and productive human relationships with fellow staff members in school age programs as outlined in the NSACA Standards for Quality School Age Care.
10. Develop plans and procedures that support individual's children's culture and home language.
11. Critique ones own interactions and practices with school age children, families and fellow staff members.
12. Observe children in order to develop appropriate developmental plans

for the individual child and the group.

### **Topics and Scope:**

1. Physical and motor development.
2. Health of school-age children.
3. Cognitive and memory development.
4. Language and literacy.
5. Social and moral development.
6. Emotional and sexual development.
7. Children with special needs.
8. Current issues and concerns of this age group.
9. The influence of family, peers and culture on the school age child.
10. The role of adults in supporting optimal growth and development.
11. Developmentally appropriate practice in programs that serve the school age child.

### **Assignment:**

1. Read the assigned texts and handouts in preparation for class sessions.
2. Keep a journal reflecting on concepts and practices presented in the course.
3. Complete reaction essays on films, speakers and other class presentations.
4. Observe school age children and complete observations focused on their growth and development.
5. Observe school age children of different age groups and write a summary on a child in each age group observed. Include the following information: a) which stage the child is in according to Piaget, Erikson and Kohlberg; b) what type of learner you feel the child is based on Gardner's Seven Intelligences; and what unique characteristics you notice in the child.
6. Begin a portfolio and include your observations and any pertinent articles, websites, community resources and activities which have increased your knowledge and understanding of school age children. Include a short statement on how each of these materials relates to the development of the school age child.
7. Observe at different school age childcare sites and summarize their use of culturally sensitive practices.
8. Engage with fellow students in problem solving around issues concerning school age children.

### **Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports, Essay exams, Term papers, OBSERVATIONS
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Writing 50 - 75%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

PROBLEM SOLVING SCENARIOS

Problem solving  
15 - 25%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, True/false

Exams  
10 - 25%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

None

Other Category  
0 - 0%

**Representative Textbooks and Materials:**

KIDS TIME by Child Dev. Div., Calif. Dept. of Educ.,(ISBN 0-8011-1152-2)

YARDSTICKS by Chip Wood. Northeast Foundation for Children,  
(ISBN 0-9618-6341)

The National School Age Care Alliance Standards for Quality School Age  
Care (No ISBN)