

HDEV 0013 - SCHOOL AGE CHILD

Catalog Description

Advisory: Completion of HDEV 9 with grade of "C" or better

Hours: 54 lecture

Description: Study of the child from 6-12 years of age, including physical, cognitive, social, and moral development. Fundamentals of planning educational and recreational programs with an emphasis on developmentally appropriate practice. (CSU)

Course Student Learning Outcomes

- CSLO #1: Compare and contrast historical and current school-age education perspectives, theories, and program types and philosophies.
- CSLO #2: Describe the role of the school-age educator, including ethical conduct and professional pathways.
- CSLO #3: Identify quality in school-age child programs related to environment, curriculum, and teaching strategies.

Effective Term

Fall 2018

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Describe and explain the stages of physical, cognitive, social, and moral development between six and twelve years of age;
2. Describe current theory and research trends in middle childhood development;
3. Apply developmentally and culturally appropriate guidance methods to address discipline problems;
4. Create developmentally appropriate activities in art, science, mathematics, literacy, music and drama, and physical development for groups.
5. Recognize and demonstrate effective interpersonal communication skills in a variety of program situations.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)

- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Discuss options in schooling, such as charter schools as compared to public schools, and debate the benefits of each in groups.
- Essay Examinations
 - Example: Discuss learning strategies and write an analysis comparing two strategies and how they might impact cognitive development. Rubric Grading.
- Objective Examinations
 - Example: Answer multiple choice questions on characteristics of stages of development within the school-age period and choose which response best reflects criteria outline in lecture and text. Graded based on correct application of criteria. Example: According to Piaget, when are children able to reason and therefore are able to conserve? a. 4 years b. 5 years c. 8 years
- Problem Solving Examinations
 - Example: Apply a theory of development, such as Constructivism, to a case study. For example what would be the best way to teach a child to learn site words in this type of classroom? Graded based on accuracy and completeness, as well as application of theory. Rubric Grading.
- Projects
 - Example: Complete a lesson plan based on the program and classroom observed that addresses the developmental level and opportunities for learning witnessed in the classroom. Rubric Grading.
- Reports
 - Example: Research a learning disability and write a three page paper presenting current findings and effective services available. Rubric Grading.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will facilitate a student discussion of text and lecture on the topic of bullying and ask students to work in small groups to identify the primary purpose of groups, clubs, and gangs and how these may relate to the topic.
2. Students will conduct two observations in school-age programs, analyze the environments and adult-child interactions, and write a summary report of findings.

Distance Learning

1. Instructor will post a video about effective teaching strategies and students will post to a discussion board.

Typical Out of Class Assignments

Reading Assignments

1. Read Article: Shared-Book Experience Using Science-Themed Books to Develop Scientific Literacy: An Interactive Approach with Struggling Readers and be prepared to discuss in class. 2. Read Article: Improving Academic Performance of School-Age Children by Physical Activity in the Classroom: 1-Year Program Evaluation and list the key physical activities for school age children.

Writing, Problem Solving or Performance

1. Write an educational philosophy statement. 2. Create integrated subject lesson plans and a culminating event for school-age children using the project approach.

Other (Term projects, research papers, portfolios, etc.)

1. Complete a group project and presentation on an alternative school program or philosophy.

Required Materials

- Caring for School-Age Children
 - Author: Phyllis M. Click and Jennifer Parker
 - Publisher: Delmar, Cengage Learning
 - Publication Date: 2012
 - Text Edition: 6th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Working with School-Age Children
 - Author: Bumgarner and Hoshiko Haughey
 - Publisher: Pearson
 - Publication Date: 2017
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Kids Time
 - Author: CA. Dept. of Education
 - Publisher: CA. Dept. of Ed.
 - Publication Date: 2009
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.

DEVELOPMENTALLY APPROPRIATE PRACTICE. Sue Bredekamp, Ed.
 NAEYC School-Age Care Environment Rating Scale, Harms, Jacobs,
 White: Teachers College Press Desired Results Developmental Profile for
 School Age Children