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Early Care, Education and Family Studies (ECEP) 1660 School-Age Curriculum for Before and After School Programs/Interpersonal Relationships (1 Unit) CSU
[formerly Early Childhood Education 1660; Early Childhood Education 48A]

Advisory: Eligibility for English 1500 strongly recommended

Total Hours: 16 hours lecture

Catalog Description: This course is designed for instruction in the methods and principles of teaching school-age children in before and after school programs. Emphasis is on planning the program, building self-esteem in children, creating peaceful environments, and learning how to develop prosocial skills. This course will cover how to establish an environment with respect for individual learning styles and abilities, and respecting diverse cultures in school-age children.

Type of Class/Course: Degree Credit

Text:

Click, Phyllis M. and Jennifer Parker. *Caring for School-Age Children*. Boston: Cengage, 2012.

Print.

Armstrong, Linda J. and Christine A. Schmidt. *Great After School Programs and Spaces that*

Wow. St. Paul: Redleaf P, 2013. Print.

Additional Required Materials: None

Course Objectives:

By the end of the course, a successful student will be able to

1. provide appropriate models, guidance, and evaluation for adults working in a before or after school program in the elementary grades,
2. compare and contrast developmental learning styles and diversity of elementary school children,
3. facilitate positive interactions between school-age children, parents, and adults working in a school-age environment,
4. identify and use strategies for building relationships among children and promoting conflict resolution skills

Course Scope and Content

Unit I Planning the School-Age Program

- A. Setting up the Environment
 - B. Curriculum
- Unit II School-Age Theory and Practice
- A. Historical and Theoretical Foundations
 - B. Understanding Developmental Levels
- Unit III Self-Esteem Activities for the Elementary Grades
- A. Social Skills
 - B. Self-Identity and Esteem
 - C. Respecting Oneself
 - D. Community Building
- Unit IV Creating a Peaceful Environment
- A. Conflict Resolution
 - B. Guidance and Discipline
- Unit V How to Reach and Teach Children
- A. Special needs and Abilities
 - B. Diverse backgrounds
 - C. Multiple Intelligences
 - D. Different Learning Styles

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 2 hour per week outside of the regular class time doing the following:

1. Designing and using activities from the workbooks
2. Completing required reading
3. Studying handouts

Methods of Instruction:

1. Films when available
2. Workshops
3. Visiting specialists
4. Class presentations
5. Readings and evaluations
6. Peer interactions

Methods of Evaluation:

1. Written assignments, including
 - a. Journal entries
 - b. Self-assessment inventory on class presentations
2. Skill demonstrations, including
 - a. Presentations
3. Other examinations, including
 - a. Essay
 - b. Oral

Supplemental Data:

TOP Code:	130550: The School Age Child
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE