



ANTELOPE VALLEY COLLEGE

**Academic Affairs
Course Outline of Record**

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input checked="" type="checkbox"/>	COR Revision 2/26/2009
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input checked="" type="checkbox"/>	SLOs 3/10/2008

COURSE SUBJECT & NUMBER: CFE 213

COURSE NAME: *Curriculum Strategies for School Age Programs

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: (*Follow format of similar courses found in the college catalog.*)

Prerequisites: Completion of CFE 102 and CFE 106

COURSE DESCRIPTION: (*Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*)
Designed for those students working in or planning to work in school age programs. Topics to be covered include creating environments, reviewing school age program models and designing developmentally appropriate curriculum experiences for before and after school age programs. **A current T.B. clearance may be required.** (CSU, AVC)

COURSE OBJECTIVES: (*Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation*)

Upon completion of course, the successful student will be able to:

1. Identify and examine the reciprocal relationship between school age programs and the community.
2. Explain important community resources and methods of building family connections and school partnerships.
3. Understand and articulate the role of teacher as it applies to before and after school age programs including practices, principles and professionalism.
4. Examine and evaluate material on positive guidance techniques as they relate to school age children.
5. Apply developmentally appropriate teaching practices and components of high quality school age care in the development of classroom learning plans and environments.
6. Propose intentional classroom strategies that support and include children from diverse cultural, ethnic, language, family, and ability groups.
7. Apply principles to create effective relationships between staff, school age children, and families.
8. Evaluate advocacy techniques that promote and protect school age programs.
9. Understand current licensing regulations, issues, and legislation regarding school age care.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

Introduction and Course Overview

Definition of school age education
Theoretical application of curriculum

Historical Context of School Age Program Curriculum

Origins of school age programs
Public and private programs
Methods of utilizing curriculum

Individual and Group Dynamics of School Age Children and Programs

Developmental characteristics of school age children
 Overview of developmental stages
 Development in middle childhood: physical, cognitive psychosocial
Supportive curriculum for a whole child approach

Role of the Teacher in Planning and Utilizing Curriculum

Program Planning
 Developmentally Appropriate Practice
 Intentional teaching
 Integrated curriculum and project based learning
 Organization and scheduling
Communicating the school age program
Working with families and curriculum

Quality Environments that Support Inclusion

Environments to enhance development
Physical space organization indoor and outdoor
Equipment and safety issues
Provision for the least restrictive environment

Communication Skills Promoting Positive Relationships

Conflict resolution and guidance techniques for school age children
Developing social competence, self regulation and self-esteem
Communications and strategies to guide behavior

Child in the Context of Family, Community and Culture

Respecting Diverse Family Structure and Dynamics
Building reciprocal relationships with families and the community
Communicating the programs to families

Societal Influences and Social Supports

Definitions of community
Overview of social impact on school age program curriculum
Relationship building utilizing community resources
Causes and effects of community stress

Curriculum Planning

Goals, objectives, choosing activities, negotiating curriculum
Literacy, math, science, imagination and arts
Fitness and nutrition, technology, games

Inclusion of Children With Special Needs

Identification and Definitions of Special Needs
Inclusive Practices; adaptations and modifications

Assessment and Evaluation

- School Age Environment Rating Scale
- Assessing Children's Progress
- Linking Curriculum to Benchmarks and Standards

Quality and Licensing Issues

- Child Development Permit
- Legal Responsibilities
- Accreditation and Standards National After School Association (NAA)
- National Playground Safety Standards

Professionalism

- Professional Growth and Leadership
 - Career paths for working with school age children
 - Teacher qualifications, recruitment and job descriptions
 - Barriers to job success
 - Overview of leadership attitudes
 - Professional values and ethics
 - NAEYC Code of Ethical Conduct

Advocacy

- School age program legislation
- Marketing school age programs
- Grant research and writing

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TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Students will read 15 to 25 pages in the required textbook each week.

Students will read articles from current early childhood research/professional journals.

Additional reading may include current events regarding early childhood education, state and county child care regulations, early childhood program philosophies and manuals, and hand-outs provided by the instructor.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students will complete at least one directed observations of a school age program using the School-Age Environmental Rating Scale. (Required)

Students will review and critique a professional journal article related to school age childcare. (Required)

Students will write a developmentally classroom plan for learning that incorporates classroom environment, materials and equipment, and integrated curriculum project . (Required)

Students will design a developmentally appropriate activity for school age children in one curriculum area which includes modifications and/or adaptations for children with special needs.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Additional assignments may include observations of school age children, written and oral community resource reports, written reflections of assigned reading, oral presentation and demonstration of self-directed, play based curriculum activities.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class.

Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 2 to 3 hours

Writing Assignments: 2 to 3 hours

Computational Assignments: N/A

Other Assignments: 2 to 3 hours

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture and Demonstration
Instructor-Facilitated Class Discussion
Instructor-Facilitated Small Group Learning
Directed Field Observation
Audio/Visual Presentations

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Students' ability to analyze and discuss theories and licensing regulations; examine roles, responsibilities, work skills, and educational requirements of school age early childhood professionals; compare and contrast school age environments; propose intentional classroom strategies; identify, examine and discuss reciprocal community relationships and resources, and evaluate positive guidance strategies will be evaluated through quizzes and exams containing both objective and essay questions. (Objectives 1,2,3,4,5,6,8)

Students' ability to compare and contrast early childhood environments, assess application of theory to practice, and propose intentional classroom strategies, will be evaluated through directed classroom and child observations. (Objective 5)

Students' ability to apply developmentally appropriate teaching practices and propose intentional classroom strategies, will be evaluated through written learning plans. (Objectives 5 and 6)

Students' ability to evaluate advocacy techniques and communication methods to promote and build staff, family and community relationships and support will be evaluated through written advocacy, family partnerships and communication plans, case studies and professional journal critiques. (Objectives 7 and 8)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

National Institute on Out-of-School Time *Links to Learning: A Curriculum Planning Guide for After-School Programs*
School Age Notes 2005 ISBN # 0-917505-19-0

Click, P.M. & Parker, J. *Caring for School Age Children* (5th Edition) Wadsworth/Cengage Learning 2009
ISBN# 13: 9781428318199

Blume, L. B. & Zembar, M. J. *Middle Childhood to Middle Adolescent: Development from Ages 8 to 18* Pearson
2007 ISBN# 0-13-049490-9