

# Syllabus

## ECED1230 SCHOOL AGE CHILD DEVELOPMENT

2015

### Committee Members:

Barbara Beck, Central Community College  
Jackie Zeckser, Central Community College  
Kweku Ocran, Little Priest Tribal College  
Deanna Peterson, Metropolitan Community College  
Tyler Esch, Mid-Plains Community College  
Loretta Hauxwell, McCook Community College  
Sharyn Thomas, Northeast Community College  
Julie Miller, Southeast Community College

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**Facilitator**

*Julie Miller*

Date Reviewed:

1-23-15

*Jody Tomamok*

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**NCCA Council of Chief Academic Officers Chair**

Date Approved:

3-20-15

## **I. CATALOG DESCRIPTION**

Course Number: ECED 1230  
Course Title: School Age Child Development

Catalog Description: This course focuses on typical/atypical development of the children ages 5 through 8 years. The course will examine program design in out of school care that addresses the domains of physical growth and motor skills, cognition and language, and social/emotional development.

Credit Hours: 2.0 semester credit hours/ 3.0 quarter credit hours

## **II. COURSE OBJECTIVES**

The Course will:

1. Demonstrate knowledge of physical and motor growth and development, cognitive and language development, and social/emotional development in children ages 5 through 8.
2. Identify how to arrange and equip a physical setting to create an active learning environment for children ages 5 through 8.
3. Identify ways to establish supportive adult-child and adult-adult interactions.
4. Recognize children in the context of their families, culture, schools, and community.
5. Identify health and safety practices vital in caring for children ages 5 through 8.
6. Examine developmentally appropriate activities for children ages 5 through 8 based upon state and national guidelines and standards.
7. Develop an awareness and appreciation of the individual likenesses and differences among children, families and colleagues.

## **III. STUDENT LEARNING OUTCOMES:**

The Student will:

1. a. Identify physical, cognitive, social/emotional and language developmental milestones of children ages 5 through 8.
- b. Complete an observation of a school-age child according to developmental milestones.

2. Observe and design a developmentally appropriate environment for children ages 5 through 8.
3. Describe the importance of a consistent nurturing relationship between adults and school-age children.
4. Describe ways to enhance the connection between families, culture, schools, and community.
5. Recognize appropriate health and safety practices in caring for school age children.
6. Plan developmentally appropriate activities for school age children.
7. Explain the importance of positive relationships between children, parents and colleagues.

#### **IV. INSTRUCTIONAL MATERIALS**

Suggested Texts: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

Berk, Laura E. Infants and Children: Prenatal through Middle Childhood. Allyn and Bacon.

Bredenkamp, Sue and Copple, C. Developmentally Appropriate Practice in Early Childhood Programs. NAEYC.

Charlesworth, Rosalind. Understanding Child Development. Delmar Learning.

Fink, Dale. Discipline in School-Age Care. School Age Notes.

Parker, Jennifer and Click, Phyllis. Caring for School-Age Children. Delmar Learning.

Santrock, John W. Children. Current Edition. McGraw Hill.

Supplemental Texts:

Nebraska School-Age and Youth Development Core Competencies. 2010.

## **V. METHODS OF INSTRUCTION**

Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, field experiences, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

## **VI. METHODS OF EVALUATION**

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

NAEYC Standards, Sub-standards and Key Elements and Supportive Skills	Addressed in Course
1.Promoting Child Development and Learning	
1a. Knowing and understanding young children's characteristics and needs.	X
1b. Knowing and understanding the multiple influences on development and learning	X
1e. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	X
2. Building Family and Community Relationships	
2a. Knowing about and understanding family and community characteristics	
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	X
2c. Involving families and children in their children's development and learning	X
3. Observing, Documenting and Assessing to Support Young Children and Families	
3a. Understanding the goals, benefits and uses of assessment	
3b. Knowing about assessment partnerships with families and with professional colleagues	
3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	
3d. Understanding and practicing responsible assessment to promote positive outcomes for each child	
4. Using Developmentally Effective Approaches to Connect with Children and Families	
4a. Understanding positive relationships and supportive interactions as the foundation of their work with children.	X
4b. Knowing and understanding effective strategies and tools for early education.	X
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.	X
4d. Reflecting on their own practice to promote positive outcomes for each child.	X
5. Using Content Knowledge to Build Meaningful Curriculum	
5a. Understanding content knowledge and resources in academic disciplines.	X
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines .	X
5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	X
6. Becoming a professional	
6a. Identifying and involving oneself with the early childhood field.	
6b. Knowing about and upholding ethical standards and other professional guidelines.	
6c. Engaging in continuous collaborative learning to inform practice.	X
6d. Integrating knowledgeable, reflective and critical perspectives on early education .	X
6e. Engaging in informed advocacy for children and the profession.	

<b>Supportive Skills</b>	<b>Addressed in Course</b>
Skills in self-assessment and self-advocacy	<b>X</b>
Skills in mastering and applying foundational concepts from general education	<b>X</b>
Written and verbal communication skills	<b>X</b>
Skills in making connections between prior knowledge/experiences and new learning	<b>X</b>
Skills in identifying and using professional resources	<b>X</b>