



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – WINTER 2011

CD 2120 – SCHOOL AGE CARE AND DEVELOPMENT

INSTRUCTOR: Andrea Wilkinson **PHONE:** 780-539-2708 office
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OFFICE

HOURS: TBD and by Appointment

PREREQUISITE(S)/COREQUISITE:

Completion of first year or consent of the department.

REQUIRED TEXT/RESOURCE MATERIALS:

Click, P., Parker, J. & Stone-Zukowski, D. (2006). *Caring for school-age children first canadian edition*. Toronto, ON: Thomson Nelson.

CALENDAR DESCRIPTION:

This course examines the developmental characteristics of children ages 6 through 12 years and the components of high-quality out-of-school care programs. Students will acquire knowledge and skills to ensure that the environment, experiences and interactions meet the needs of school age children.

CREDIT/CONTACT HOURS: 3

(3-0-0) 45 Hours

DELIVERY MODE(S):

Classes will consist of lectures, discussions, small group work, presentations, case studies, and videos.

OBJECTIVES:

On successful completion of this course, you should be able to:

- Describe the physical, social, and emotional developmental characteristics of school-age children and their motor, cognitive, communication, and creative skill development.
- Describe strategies child care professional can use to support and enhance all aspects of the development of school-age children.
- Identify the components of an effective, high quality out-of-school care program.
- Develop and implement a program plan that considers the experiences, materials, and environment that best support the goals and philosophy of best practice in out-of-school care.

TRANSFERABILITY:

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

GRADING CRITERIA:

A final grade of D must be obtained to pass this course. Final grades will be based on Assignments and In-Class Participation. Your grades may be accessed on Moodle throughout the semester.

Final grades will be based on the following 4-point system:

Alpha Grade	4-point Equivalence	Percentage
A+	4.0	90-100
A	4.0	85-89
A-	3.7	80-84
B+	3.3	76-79
B	3.0	73-75
B-	2.7	70-72
C+	2.3	67-69
C	2.0	64-66
C-	1.7	60-63
D+	1.3	55-59
D	1.0	50-54
F	0.0	0-49

EXAMINATIONS:

There are no formal examinations in this course.

STUDENT RESPONSIBILITIES:

College expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to page 47 of the GPRC College calendar regarding rights and responsibilities.

STATEMENT ON PLAGIARISM AND CHEATING:

Please refer to pages 49-50 of the College calendar regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Date	Topic	Reading	Test/Assignment
Wednesday Jan. 5	Introduction, review course outline, expectations Introduction to CD2120 – the children and those who work with them.	Ch. 1 & 2 to be discussed in class	Assignment Packets handed out.
Monday Jan. 10	Development in Middle Childhood: Physical and Cognitive	Ch. 4 & 5	
Wednesday Jan. 12	Development in Middle Childhood: Psychosocial	Ch. 6 pgs. 78-84	Begin Building Resource File
Monday Jan. 17	Development in Middle Childhood: Social	Ch. 7 pgs. 87-103	Begin Case Study #1
Wednesday Jan. 19	Challenging Behaviours	Ch. 7 pgs. 104-113	Quiz #1 – Developmental Characteristics
Monday Jan. 24	Possible Guest Speaker – Patty from John Howard Society		Case study #1 due
Wednesday Jan. 26	Developmentally Appropriate Practice Curriculum Approaches	Ch. 8	
Monday Jan. 31	Designing the Environment / Games	Ch. 9	Begin work on Poster Presentation
Wednesday Feb. 2	Physical Fitness Arts/Sciences/Technology	Ch. 10 - 12	Begin Case Study #2

Monday Feb. 7	Community Awareness	Ch. 13	Case Study #2 Due
Wednesday Feb. 9	Working with the Families & Community Quality Standards	Ch. 3	Quiz #2 – Health and Safety in Out-of-School Care
Monday Feb. 14	Finishing Up ...		Resource File due
Wednesday Feb. 16	Last class!		Poster Presentation due

Although the instructor feels that all the material in the textbook is important and interesting, **limited class time prevents discussion of all the material covered in the text.** You are responsible for learning textbook material that is not discussed in class.