

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

HMDV 596

COURSE TITLE

SCHOOL-AGE:GUIDANCE&CURRICULA

ALTERNATE TITLE(S)

UNDERSTANDING SCHOOL-AGERS II
GUIDANCE FOR SCHOOL-AGERS
INTRO TO CLASSROOMMANAGEMENT
SCHOOL-AGE DEV & CARE II
6 TO 12 YEARS DEV & CAREII

TYPE COURSE

NON-FEE

VOCATIONAL

CATALOG COURSE DESCRIPTION

An introduction to the foundation of school-age childcare curriculum planning and guidance including: positive guidance techniques, conflict management, program planning, curriculum development, enrichment activities and communication skills. Course includes practical guidelines for managing a classroom of school-agers, establishing a safe nurturing environment and communicating effectively. (FT)

LECTURE/LABORATORY HOURS

27

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

Reading and writing at English eighth grade skill level

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

The student will learn how to:

1. Evaluate research and theory-based-practices for providing a safe and nurturing environment for children from 6 years of age to 12 years of age.
2. Analyze positive guidance strategies and techniques for the management of school-aged classrooms and the behavior of children from 6 years of age to 12 years of age.
3. Design engaging school-age curriculum for children from 6 years to 12 years of age.
4. Implement effective communication skills with school-agers, co-workers, managers and community personnel.

COURSE OBJECTIVES

1. Assess research and practical application techniques to facilitate decision-making when establishing a safe and nurturing environment for school-age children from 6 years of age to 12 years of age.
2. Examine positive guidance techniques for one-on-one and classroom use with the school-age child from 6 years of age to 12 years of age.
3. Develop learning or enrichment curriculum for school-age children from 6 years of age to 12 years of age
4. Apply effective communication skills.

SECTION II

COURSE CONTENT AND SCOPE

1. Introduction
 - 1.1. Program philosophy
 - 1.2. Student responsibilities
 - 1.3. Course requirements for successful completion
2. Guidance and Behavior Management
 - 2.1. Foundations of behavior
 - 2.1.1. Developmental needs and behavior
 - 2.1.2. Physiological needs and behavior
 - 2.2. Managing school-age behavior
 - 2.2.1. Prevention versus intervention

COURSE CONTENT AND SCOPE (CONTINUED)

- 2.2.2. Creating a guidance plan
 - 2.2.2.1. Environment
 - 2.2.2.2. Consistency
 - 2.2.2.3. Consequences
 - 2.2.2.4. Positive guidance techniques
 - 2.2.2.5. Reinforcing appropriate behavior
- 2.2.3. Conflict management
 - 2.2.3.1. Prevention
 - 2.2.3.2. Stress reduction
 - 2.2.3.3. Developing coping strategies
- 2.2.4. Implementing guidance plan
- 3. Program Planning and Curriculum
 - 3.1. Program structure
 - 3.1.1. Daily routine
 - 3.2. Curriculum planning
 - 3.2.1. Developing creative learning and enriching activities in various curriculum areas
 - 3.2.1.1. Cognitive
 - 3.2.1.2. Physical
 - 3.2.1.3. Social/emotional
 - 3.2.1.4. Anti-bias curriculum
 - 3.2.1.5. Games and activities
 - 3.2.2. Individualized curriculum
 - 3.2.2.1. Developing connection and rapport
 - 3.2.2.2. Aligning activities with individual needs
 - 3.2.3. Delivering curriculum to a group
 - 3.2.3.1. Large and small group dynamics
 - 3.2.3.2. Multimodal methods
 - 3.2.3.3. Organized format
 - 3.2.3.3.1. Classroom management
 - 3.3. Adapting to individual and classroom needs
 - 3.3.1. Troubleshooting
 - 3.3.1.1. Scheduling
 - 3.3.1.2. Environment
 - 3.3.1.3. Program
 - 3.3.1.4. Curriculum
 - 3.3.1.5. Emergencies
- 4. Communication Skills
 - 4.1. Maintaining professionalism in a classroom
 - 4.1.1. Qualities of an exemplary employee
 - 4.1.2. Embracing diversity & understanding bias
 - 4.2. Building relationships with effective communication
 - 4.2.1. NAEYC (National Association for the Education of Young Children) Code of ethical conduct
 - 4.2.2. Best practices with managers
 - 4.2.3. Best practices with co-workers

COURSE CONTENT AND SCOPE (CONTINUED)

- 4.2.4. Best practices with school-aged children's parents
 - 4.2.4.1. Parent handbook
- 4.2.5. Community personnel

APPROPRIATE READINGS

Appropriate readings may include, but are not limited to, periodical, magazines, instructor written materials, instructor selected URL's and other publications related to the current subject matter.

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to:

1. Short essays related to positive guidance.
2. School-age child development program plans
3. Outlined daily lesson plans

OUTSIDE ASSIGNMENTS

Outside class assignments may include, but are not limited to:

1. Demonstrate skills and/or examine childcare practices while on field trips that may include visiting school-age programs and organizations that provide services to children from 6 to 12 years of age.
2. Conduct internet research at sites such as: <https://cdasd.org> (Child Development Associates) or <https://ym.earlylearningleaders.org> (Association for Early Learning Leaders) for program curricula and planning.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include, but are not limited to:

1. Compare and contrast various methods of discipline and discuss the pros and cons of each.
2. Analyze the various age-appropriate learning materials and curricula for school-age children.
3. Develop an age-appropriate learning activity for the school-age child.

EVALUATION

Multiple measures will be used to assess student acquisition of the course objectives but are not limited to: exams, writing assignments, field projects and participation.

EVALUATION (CONTINUED)

Examples of assessments may include:

1. Identification and discussion of curricula supporting the school-age child.
2. Identification and discussion of common behavioral challenges of school-age children while identifying one or more positive guidance/discipline techniques for handling each.
3. Identification of personal and/or career goals working with and caring for school-age children.

Upon successful completion of each course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Methods of instruction may include but are not limited to: lectures, laboratory, guest speakers, films, observation, field trips and participation with children ages 6 to 12 years in a laboratory setting.

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

Textbook(s) may include, but are not limited to:

Child Growth and Development, Paris, J., Ricardo, A., Raymond, D. (2019). Santa Clarita: College of the Canyons (OER, Google Drive)
Loving Your Child Is Not Enough: Positive Discipline That Works, Samalin, Nancy (1998), Penguin Books, New York

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DATE June 3, 2020

REVISED BY _____

DATE _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog