

I. COURSE DESCRIPTION:

With the knowledge of child development and teaching methods as a foundation, the student will learn how to develop curriculum and establish programs aimed at meeting the particular needs of the school-aged child. Students will recognize the importance of a wide range of experiences and activities for children in this age group and will learn how to capitalize on their interests and abilities. Emphasis is placed on how to balance the freedom of choice within the context of group decision-making.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. ***Describe the essential characteristics of school-age programs***
Potential Elements of the Performance:
 - explain the need for school-age programs
 - identify various types and settings of school-age programs
 - identify indicators of quality
 - explain the importance of a program philosophy and program goals
 - list the roles and responsibilities of the educator
 - link aspects of the Day Nurseries Act and other policies to school-age programs

2. ***Demonstrate a thorough understanding of child development for this population***
Potential Elements of the Performance:
 - relate various theories of development to school-age children
 - identify the social, emotional, physical, cognitive and language milestones and needs of the kindergarten and school-age child.
 - distinguish the difference between kindergarten and school-age development.
 - observe school-age children in school-age programs

3. ***Plan school-age program environments***
Potential Elements of the Performance:
 - list quality indicators and other factors that make indoor and outdoor environments inviting and developmentally appropriate
 - identify obstacles in planning school-age program environments and the strategies to overcome these obstacles
 - identify strategies to involve children and their families

4. ***Describe key elements in the processes of program planning for school-age programs***

Potential Elements of the Performance:

- observe children using a variety of observation techniques
- explain the role of play in school-age programs
- identify various curriculum approaches
- outline techniques to help build skills appropriate for school-age children
- provide tangible examples of activities and resources appropriate for use in school-age programming

5. ***Suggest goals and quality criteria for effective guidance techniques and communication strategies with school-age children***

Potential Elements of the Performance:

- identify behaviours that create challenges for the individual or the group
- describe the basic concepts which serve as a foundation for effective guidance techniques in school-age programs
- describe effective communication skills and methods specific to working with school-age children

III. TOPICS:

These topics are provided as a guideline and not as an exhaustive list. Some topics will overlap and may not be presented in the order that they are listed. Students are expected to do the required readings prior to class, bring materials with them and be prepared to discuss the identified topic/issue.

- School-Age Care In Canada
- The Educators in School-Age Programs
- School-Age Children - Growth and Development
- Creating Indoor and Outdoor Environments
- Developing and Building Community
- Effective Guidance Techniques and Communication Strategies for Use with School-age Children
- Planning and Implementing Curriculum

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Bisback, K. and Kopf-Johnson, L., (2010). **An Introduction to School-Age Care in Canada.** Toronto: Pearson Education Canada.

Previously Purchased

2. Haig,, J., Raikes, G., Sutherland, V. (2003). **Cites and Sources.** Canada: Thomson Canada.
3. **Day Nurseries Act**

V. EVALUATION PROCESS/GRADING SYSTEM:

TESTS 30%

Test #1	10%
Test #2	10%
Test #3	10%

ASSIGNMENTS 50%

1. School-Age Program Visits and Assignments 30%
Students will visit a local school-age program to complete various assignments. Field work hours will be credited.
2. School-Age Activities 20%
Students will present and share developmentally appropriate school-age activities and resource ideas.

IN-CLASS/WEEKLY ACTIVITIES 20%

Students are expected to participate in various course-related, in-class/weekly activities and discussions/activities throughout the course. The focus of the activities will be to provide students with opportunities to engage in experiential learning that reflects the theory being discussed. These activities must be completed during the scheduled time, therefore students who are not prepared, choose not to participate, arrive late or leave early, or are absent for the entire class and consequently miss these participation components will be given a "0" for the identified activity. These activities will not be rescheduled for students. Details of the various activities will be discussed in class. In some cases students will be required to submit their work at the end of the class for evaluation.

METHOD OF ASSESSMENT (GRADING METHOD):

Students will be assessed on the basis of their summary work/research assignments, employment package, editing skills, oral presentation, and research/documentation skills.

The following letter grades will be assigned in accordance with college policy and the Language and Communication Department Guidelines

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	

CR (Credit) Credit for diploma requirements has been awarded.

S Satisfactory achievement in field /clinical placement or non-graded subject area.

U Unsatisfactory achievement in field/clinical placement or non-graded subject area.

X A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.

NR Grade not reported to Registrar's office.

W Student has withdrawn from the course without academic penalty.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Specific Class Information

Tests/Quizzes:

- Tests/Quizzes must be completed on the date scheduled. If students are unable to attend due to illness or extenuating circumstances, contact the professor prior to the start of the test. An alternative date must be arranged before the next class. Students arriving late after other classmates have left the testing area will not be able to write the test.

Learning Environment:

In the interest of providing an optimal learning environment, students are to follow these expectations;

- Students should be aware that the expectations for their conduct in class are outlined in the Student Code of Conduct
- Students arriving late are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material.
- Students are to keep private conversations out of the classroom.
- Electronic Devices are not to be used in the classroom without permission from the professor. Please see *Electronic Devices* posted on the Student Portal for more information.

Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Specific Class Information continued...

Assignments:

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;
 1. Major assignments that are late are to be handed in to Room E3209 (slip under the door).
 2. The professor will be notified, through LMS, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received.
- Late, major assignments will be deducted 5% per day (20% maximum deduction). Major assignments, more than one week late, will not be accepted.
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Plagiarism posted on the Student Portal.
- In-class or weekly assignments are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work and discussions.
- Students are responsible for retaining a file of all drafts and returned assignments. Students should keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.
- Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.
- Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations.