



COMMON COURSE OUTLINE: Course discipline/number/title: CD 1314: School-Age Principles and Practices

A. CATALOG DESCRIPTION

1. Credits: 4
2. Hours/Week: 3 lecture, 1 lab
3. Prerequisites (Course discipline/number): Appropriate score on the RCTC placement test for ENGL 1117, CD 1210 or instructor permission.
4. Co-requisites (Course discipline/number): None
5. MnTC Goals (if any): NA

This course provides an examination of the underlying theoretical principles of developmentally appropriate practices applied to programs and environments. It emphasizes the key role of relationships and constructive adult-child interactions. Students will examine the adult's role in supporting development and fostering learning for school-age children. An overview of content areas will include but not be limited to: language and literacy, social and emotional learning, sensory learning, math and science, and art and creativity.

B. DATE LAST REVISED (Month, year): February, 2011

C. OUTLINE OF MAJOR CONTENT AREAS:

1. School-Age Development
2. Role of teachers and caregivers as informed, caring, thoughtful decision maker
3. Elements of a high-quality school-age program
4. Teacher language which honors linguistic diversity and reflects knowledge and understanding of power issues related to language
5. Selecting activities and materials that meet goals and standards
6. Curriculum topics that may be specifically addressed:
 - a) Nutrition and cooking
 - b) Language and literacy, dual language support strategies
 - c) Dramatic play
 - d) Block play and physical science
 - e) Science and Nature
 - f) Sensory Motor learning
 - g) Math and the construction of mathematical thinking
 - h) Art and creative development
7. Field Trips and Outdoor Learning
8. Clubs and Classes
9. The world wide web as a resource
10. State standards, desired results, foundations, frameworks

D. LEARNING OUTCOMES (GENERAL): The student will be able to:

1. Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support school-age learning and development
2. Demonstrate through written lesson plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for preschoolers.
3. Apply understanding of children's learning and development to design and evaluate age-appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.
4. Assess and evaluate lesson plans for affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity.
5. Define how lesson plans can be modified for inclusion of children with special needs.
6. Design lesson plans and activities to include support of home language as well as development of English as a second language.
7. Demonstrate through several specific lesson plans
8. Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.
9. Identify various ways of engaging with children's families in lesson planning and documenting of children's involvement and learning.



E. LEARNING OUTCOMES (MNTC): NA

F. METHODS FOR EVALUATION OF STUDENT LEARNING:

1. Written exams
2. Student demonstration of appropriate learning experiences for this age group
3. Student demonstration of appropriate home-made teaching materials for this age group
4. Evaluation of written assignments
5. Analysis of case studies

G. RCTC CORE OUTCOME(S) ADDRESSED:

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| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Civic Responsibility |
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Personal/Professional Accountability |
| <input checked="" type="checkbox"/> Global Awareness/Diversity | <input type="checkbox"/> Aesthetic Response |

H. SPECIAL INFORMATION (if any):

Special Fee