

**Maryland State Department of Education  
Division of Early Childhood Development  
Office of Child Care - Credentialing Branch**

**COURSE TITLE: School-Age Child Care**

Updated June 3, 2009

**This course introduces the basic concepts of activity planning and program organization for school-age children in a before/after school setting. Instruction will include the use of library, computer, and written expression.**

Outcomes	Indicators	Assessment Types	Sample Assessment Tasks
<p>1. The school age group leader will know and understand the stages of social, physical, emotional, motor, cognitive, and language development from five years of age to twelve years of age. *</p>	<ul style="list-style-type: none"> <li>• Identify indicators of development through observation</li> <li>• Recognize typical and atypical developmental levels in children based on observing children's behavior and recognizing importance of this issue in curriculum and instructional materials</li> <li>• Identify how nutrition and health practices affect prenatal and child development</li> <li>• Know the major historical &amp; current developmental theories</li> </ul>	<ul style="list-style-type: none"> <li>• Restricted response</li> <li>• Extended response</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a case study of a child</li> <li>• Written explanation or individual presentation of Piaget's stages of development</li> <li>• Written explanation or oral presentation of Erickson's stages of development</li> <li>• Compare and contrast major developmental theories</li> </ul>
<p>2. The school-age group leader will gain a basic understanding of the concepts, inquiry tools, and structure of content areas to create meaningful, challenging activities and learning experiences and environments for all children in before/after school settings</p>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of concepts within the activity and content area for: <ul style="list-style-type: none"> <li>- The arts (dance, music, visual/performing arts)</li> <li>- Math/science/cooking – nutrition</li> <li>- Large and small muscle motor activities</li> <li>- Social studies</li> <li>- Language/literacy</li> <li>- Social activities</li> </ul> </li> <li>• Integrated curriculum <ul style="list-style-type: none"> <li>- Field trips and use of the community to understand their relationship with the larger world</li> <li>- Learning styles (visual, kinesthetic, auditory, etc.)</li> </ul> </li> <li>• Demonstrates understanding of:</li> </ul>	<ul style="list-style-type: none"> <li>• Extended response</li> <li>• Restricted response</li> <li>• Oral presentation</li> <li>• Field work</li> <li>• Observation</li> <li>• Demonstration</li> <li>• Field placement supervisor's evaluation</li> <li>• Peer review</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of student's field work by college and/or field supervisor</li> <li>• Written plan for a activity/ curriculum experience utilizing concepts</li> <li>• Peer review of lessons/activities</li> <li>• Portfolio card file or other documentation</li> <li>• Curriculum/activity file (card file or computer based)</li> <li>• Identification of three curriculum/activity resources for an identified content/activity area</li> <li>• Analysis of an lesson/activity observation</li> <li>• Design for a sample activity area (written form, diorama, etc)</li> <li>• Identification of curriculum/activity areas for use with children</li> </ul>

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	<ul style="list-style-type: none"> <li>- Room arrangement/ environment</li> <li>- Temporal environment</li> <li>- Diverse environments</li> <li>• Demonstrates understanding of the elements of schedule planning</li> <li>• Identifies the elements of literacy</li> <li>• Demonstrates an understanding of content areas and how they relate to child development</li> </ul>		
<p>3. The school-age group leader will know and understand positive relationships and strategies to use relationships and supportive interactions in their work with children</p>	<ul style="list-style-type: none"> <li>• Demonstrates positive respectful relationships through warm, nurturing interactions with children</li> <li>• Knows how to establish positive relationships with co-workers, families and community members</li> <li>• Identifies positive leadership techniques</li> <li>• Identify positive and negative guidance techniques</li> <li>• Demonstrates an understanding of the effectiveness, appropriateness, and the impact of various guidance techniques</li> <li>• Identifies and critiques available resources to address a guidance issue</li> <li>• Identify essential elements for effective communication with school-age children</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis</li> <li>• Extended response</li> <li>• Restricted response</li> <li>• Oral presentation</li> <li>• Case study</li> <li>• Field work</li> <li>• Observation</li> <li>• Demonstration</li> <li>• Field placement supervisor's evaluation</li> <li>• Peer review</li> <li>• Simulations</li> </ul>	<ul style="list-style-type: none"> <li>• Case study on discipline and guidance</li> <li>• Observation and summary of how discipline was handled in field experience</li> <li>• Description of the appropriate/inappropriateness of interactions with children with respect to their development</li> <li>• Book report or essay</li> <li>• Research based written assignment</li> </ul>
<p>4. The school-age group leader will know and understand how to support learning by encouraging children's problem solving, thinking skills, and academic and social competence</p>	<ul style="list-style-type: none"> <li>• Develops appropriate materials</li> <li>• Describes concept of play as a learning tool for children</li> <li>• Demonstrates an understanding of program planning and scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Extended response</li> <li>• Restricted response</li> <li>• Identification and Critique</li> </ul>	<ul style="list-style-type: none"> <li>• Critique of websites (minimum of 2)</li> <li>• Critique of software programs for appropriateness</li> <li>• Identification of websites related to curriculum and activities for children</li> </ul>

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	<ul style="list-style-type: none"> <li>• Understands and uses children's interests as motivation for learning</li> <li>• Identifies community resources</li>   <li>• Identifies characteristics and needs of children in the classroom</li> <li>• Demonstrates an understanding of the socialization needs of children</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li>   <li>• Analysis</li>   <li>• Oral presentation</li>   <li>• Case study</li>   <li>• Field work</li>   <li>• Demonstration</li>   <li>• Field placement supervisor's evaluation</li>   <li>• Peer review</li>   <li>• Simulations</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of software programs</li>   <li>• Observation summary <ul style="list-style-type: none"> <li>-of student with children</li>   <li>-of children's activities</li> </ul> </li>   <li>• Design for a learning/activity center that promotes problem solving skills</li> </ul>
<p>5. The school-age group leader will understand the elements of being a professional, including a code of ethics and legal standards, demonstrate knowledgeable, reflective critical perspectives of his/her work, and understand his/her role as an advocate</p>	<ul style="list-style-type: none"> <li>• Demonstrates familiarity with &amp; ability to apply code of ethics in every day activities</li> <li>• Identifies community and professional organizations supportive of school-age children and explains the mission of those organizations</li> <li>• Identifies advocacy opportunities</li>   <li>• Identifies community resources</li>   <li>• Describes the elements that constitute professionalism in work with children, parents and co-workers</li> <li>• Identify criteria for determining when outside intervention may be necessary</li> <li>• Know how to make appropriate referrals to outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Identification and Critique</li>   <li>• Analysis</li>   <li>• Extended response</li>   <li>• Restricted response</li>   <li>• Case study</li>   <li>• Field work</li>   <li>• Observation</li>   <li>• Field placement supervisor's evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Critique of websites (minimum of 2)</li>   <li>• Class experience in ethical problem solving</li>   <li>• Written philosophy of school-age services and care</li> <li>• Community resource file</li> </ul>
<p>6. The school-age group leader will understand how to develop healthy, developmentally supportive and safe learning/activity environments, both indoor and outdoor, for children.</p>	<ul style="list-style-type: none"> <li>• Understands the key elements that go into the development of areas in the learning and activity environment (in and outdoors) in the areas of: <ul style="list-style-type: none"> <li>- Science</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analysis</li>   <li>• Extended response</li> </ul>	<ul style="list-style-type: none"> <li>• Room or outdoor space design (applying the appropriate principles)</li>   <li>• A student generated daily schedule of activities</li> </ul>

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	<ul style="list-style-type: none"> <li>- The arts (dance, music, visual/performing arts)</li> <li>- Math/science/cooking – nutrition</li>   <li>- Large and small muscle motor activities</li> <li>- Social studies</li>   <li>- Language/literacy</li> <li>- Social activities</li>   <li>• Identifies criteria for appropriate learning materials</li> <li>• Describes how learning materials and experiences meet the developmental needs of children</li> <li>• Understands the difficulties/obstacles inherent in the use of shared space</li> </ul>	<ul style="list-style-type: none"> <li>• Restricted response</li>   <li>• Oral presentation</li>   <li>• Case study</li> <li>• Field work</li>   <li>• Observation</li> <li>• Demonstration</li>   <li>• Field placement supervisor's evaluation</li> <li>• Peer review</li>   <li>• Simulations</li> </ul>	<ul style="list-style-type: none"> <li>• Develop, equip and present a learning/activity center</li>   <li>• A visual presentation of a learning/activity center prepared by the student</li>   <li>• Critique of an existing environment</li> <li>• A visual representation of an outdoor environment created by the student</li> </ul>
<p>7. The school-age group leader will understand and provide developmentally appropriate activities and learning experiences across and within activity areas.</p>	<ul style="list-style-type: none"> <li>• Knows the elements of an appropriate lesson/activity</li> <li>• Understands the elements of effective lesson/activity planning</li> <li>• Understands constructive teaching techniques for working with children</li>   <li>• Explains how materials and experiences that support the developmental needs of children</li> </ul>	<ul style="list-style-type: none"> <li>• Written lesson plans</li>   <li>• Evaluation of lesson plans of others</li>   <li>• Analysis</li>   <li>• Extended response</li>   <li>• Restricted response</li> <li>• Oral presentation</li> <li>• Case study</li> <li>• Field work</li> <li>• Observation</li> <li>• Demonstration</li> <li>• Field placement supervisor's evaluation</li> <li>• Peer review</li> <li>• Simulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson/activity plan designed by student and presented to young children</li>   <li>• Description of an appropriate lesson/activity plan</li>   <li>• Demonstration of the use of materials and experiences that support the developmental needs of children</li> <li>• Observation of and objective evaluation of lessons/activities presented to children</li> </ul>