SCHOOL AGE – CHILD GROWTH & DEVELOPMENT  
Course Syllabus

Course Number:  ECDS-00201  
OHLAP Credit:  No

OCAS Code:  None  
Course Length:  60 Hours  
Career Cluster:  Human Services  
Career Pathway:  Early Childhood Development & Services  
Career Major(s):  Early Care & Education Teacher Assistant

Pre-requisite(s): 

Course Description:  This course is designed for first-year early care and education students. This in-depth study is designed to provide the foundation competencies needed for advanced-level occupations in early childhood care and education. It is aligned with the Oklahoma CareerTech duty/task lists for early childhood care and education occupations. The curriculum incorporates state licensing regulations and standards set forth by national organizations active in early childhood care and education. The curriculum offers project-based activities to assist the students in preparing for a rewarding career. Upon successful completion of Teacher Assistant, the student is also recognized as having met the Entry Level Child Care Training (ELCCT) requirements.


Course Objectives: 

A. Analyze the Impact of Puberty, Self-Esteem Competition, Fear, Stress, and Rules on School-Age Children.¹  
1. Describe the physical and intellectual development of school-age children.  
2. Describe the physical changes that place during puberty.  
3. Explain how puberty affects a child’s emotional development.  
4. Describe the motor development of school age children and how development affects activities.  
5. Explain how improved motor and perceptual motor skills influence school-age children’s activities.  
6. Discuss the abilities displayed in concrete operations period of intellectual development.  
7. Explain Erikson’s beliefs about the relationship between industry and inferiority.  
8. Describe the positive and negative effects of competition on emotional development.  
9. Explain why school age children’s fears differ from preschooler’s.  
10. Explain common stresses in the life of a school-age child.  
11. Explain the basis for friendship in the school age years.  
12. Compare and contrast friendship among preschoolers to that of school-age children.

B. Identify Ways to Nurture the Physical, Intellectual, Emotional, Social, and Moral Development of School-Age Children.¹  
1. Explain the need for school-age childcare programs.  
2. Describe the problems when childcare programs are not available.

¹ The use of superscript numerals indicates the specific course objectives.

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3. Explain what is the ideal group size and number of teachers for a school age program.
4. Explain the difference in learning centers for school age children and preschool children.
5. Explain why children need more choices in activities as they grow older.
6. Describe a teacher’s response to children’s clues when providing activity options.
7. List safety precautions necessary in school-age programs.
8. List examples of businesses that school-age children may enjoy visiting.
9. Identify activities that can help school-age children develop intellectually.
10. Explain policies regarding homework in a typical program.
11. Identify ways teachers can help students build self-esteem.
12. Explain what teachers can do to counteract the negative influence of peer pressure.
14. Discuss other considerations in planning schedules, routines, and activities for this age group.

C. Describe Ways in Which Caregivers Can Guide Children’s Emotional, Social, and Moral Development. ¹
   1. Explain how positive guidance leads to self-discipline.
   2. Describe effective techniques for communicating with young children.
   3. Describe active listening.
   4. Explain contrasting punishment with positive discipline.
   5. Distinguish between effective and ineffective methods of discipline.
   6. Explain the dangers of labeling children.
   7. List guidelines for phrasing rules effectively to children
   8. Explain positive reinforcement affects on a child’s behavior.
   9. Explain “I-Messages”
   10. Explain the importance of consistency when enforcing consequences.
   11. List inappropriate methods of discipline.
   12. List ways a teacher should react when conflict occurs.
   13. List situations when outside help are needed for a troubled child.
   14. Identify the goals of classroom guidance.

¹ ODCTE Objective
All unmarked Objectives are TTC instructor developed.

Teaching Methods: The class will primarily be taught by the lecture and demonstration method and supported by various media materials to address various learning styles. There will be question and answer sessions over material covered in lecture and media presentations. Supervised lab time is provided for students to complete required projects.

Grading Procedures: 1. Students are graded on theory and shop practice and performance.
2. Each course must be passed with seventy (70%) percent or better.
3. Grading scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=50-59%.
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Description of Classroom, Laboratories, and Equipment:
Tulsa Technology Center campuses are owned and operated by Tulsa Technology Center School District No. 18. All programs provide students the opportunity to work with professionally certified instructors in modern, well-equipped facilities.

Available Certifications/College Credit:
The student may be eligible to take state, national or industry exam after completion of the program. College credit may be issued from Oklahoma State University-Okmulgee or Tulsa Community College. See program counselor for additional information.

College Credit Eligibility:
The student must maintain a grade point average of 2.0 or better.