COURSE INFORMATION FORM

DISCIPLINE
Child Growth and Development

COURSE TITLE
Enhancing Academics through Afterschool Programs

CR.HR  3  LECT HR.  3  LAB HR.  _______  CLIN/INTERN HR.  _______  CLOCK HR.  _______

CATALOG DESCRIPTION
This course prepares adults to support the learning of children and youth during out-of-school time. Adults can provide activities that allow students to process and use what they are learning during the school day in out-of-school time. This course explores grade level expectations, multiple intelligences, learning styles, and other teaching strategies appropriate for out-of-school time. The Standards of the National AfterSchool Association are followed in this course. The course meets requirements of the Missouri Youth Development Credential.

PREREQUISITES
CDCG 127 Fundamentals of Afterschool II

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)
Upon completion of this course, the student will be able to:

1. Explain their role as a teacher in the out-of-school time setting.
2. Explain frameworks of schooling.
3. Explain the differences in the learning environments during the school day and out-of-school time.
4. Demonstrate they can develop and maintain collaborative partnerships with children/youth and their learning partners.
5. Use grade level expectations in developing activities appropriate for out-of-school time.
6. Produce theme based unit plans with individual activity plans that reinforce key learning concepts for the development of the whole child/youth.
7. Demonstrate the ability to modify plans to meet the needs of individual children/youth, giving specific consideration to those with special needs.
8. Create project plan forms to meet the needs of individual programs.
10. Evaluate out-of-school program academic resources.

GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>ESO</th>
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<tbody>
<tr>
<td>C. Writing Skills:</td>
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<tr>
<td>5. Integrate ideas of one’s own with those of others. Document sources appropriately (information gathering and evaluation)</td>
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Revised 10/31/11
PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Written assignments # 1-3, 10
2. Individual and/or group projects # 4-10
3. Journal and reflective papers # 1-3, 9, 10
4. Class participation and periodic quizzes # 1-10
CATALOG NO.  CDCG 147

DISCIPLINE  Child Growth and Development

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Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Teaching with out-of-school style
   A. Change in out-of-school over the years
   B. Influences in school time and out-of-school time
   C. The role of out-of-school programs and adult staff play for children today
   D. The differences between out-of-school time and the school day

II. You are a teacher
   A. Formal and informal learning
   B. Moving from informal learning to being an out-of-school teacher

III. Frameworks of schooling
   A. Content and curriculum
   B. Standards and testing
   C. Academic content and out-of-school time

IV. English Language Arts Curriculum
   A. Reading
   B. Writing
   C. Speaking and Listening
   D. How can out-of-school programs support these areas?
   E. Using the Project Planning Notes

V. Mathematics Curriculum
   A. The five areas of mathematics
   B. Activities that reinforce mathematic concepts

VI. Science Curriculum
   A. The four content areas of science curriculum
   B. Physical and life sciences
   C. Math and science
   D. The scientific process
   E. Guiding questions
   F. Activities that reinforce science concepts

VII. Linking back to school, building bridges between:
   A. The school day
   B. Out-of-school time
   C. Parents

VIII. Learning in action
   A. Project-based learning
   B. Theme Projects
   C. Investigation Projects
   D. Service-Learning Projects
   E. Committee Projects
   F. Linking people, professions, and academic content areas
   G. Field trips and academic content

IX. Reading and writing out-of-school
A. Reading comprehension  
B. Encouraging reluctant readers  
C. Writing  

X. Coaching English language learners  
A. The development of English language skills  
B. Out-of-school priorities for ESL students  
C. Communication versus correction  
D. Building language skills  
E. Involving family members from other cultures  
F. Support reading and writing skills in your program  

XI. Homework help  
A. Program homework policy / structure  
B. Supporting homework  
C. Communication with parents about homework  
D. Tutoring  
E. Cornell method of note taking  
F. Reading Survival Strategies  
G. Writing homework  
H. Test taking tips  

XII. Planning to make it happen  
A. Effective planning  
B. Setting goals  
C. Developing Curriculum and Content  
D. Implementation of Units, Projects, and Activities  
E. Evaluation and assessment  

XIII. Planning tools for teaching  
A. Webs  
B. Project planning guides  
C. Investigation Project Guide  
D. Activity center  
E. Brainstorm planner  
F. Students and homework  
G. Selecting prepared curriculum for your program  

XIV. Tools for showing learning  
A. Rubrics  
B. Portfolios  
C. ELA skills checklists  
D. Learning Contracts  

XV. Resources – in print and online  
A. Locating quality resources for OST programs  
B. Evaluating resources