

# TENNESSEE SCHOOL-AGE DEVELOPMENTAL STANDARDS

## Acknowledgements

The Tennessee School-Age Developmental Standards were developed to supply guidance for child care providers regarding the continuum of developmental milestones for children, from Kindergarten - Eighth grade. These standards were compiled specifically for use in child care, versus educational, environments. These standards are based upon current research and address Social-Emotional, Physical and Cognitive aspects of the development of school-age children. These standards are intended to serve as a tool to inform choices and planning regarding activities, environment, program structure, staffing, materials and supplies in child care programs serving school-age children.

The Department of Human Services established an advisory committee early in 2009 for the purpose of providing recommendations regarding the implementation of the newly promulgated edition of the Report Cards and Rated Licensing Rules (1240-4-7). This committee is comprised of child care experts representing the broad spectrum of individuals and organizations who partner throughout the state to support high quality care for our children.

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# TENNESSEE SCHOOL-AGE DEVELOPMENTAL STANDARDS

## INTRODUCTION

Staff knowledge of the standards and use of the standards to plan program activities is the component to be reviewed for the report card and rated licensing evaluation.

"Report Cards and Rated Licensing for Child Care Agencies" Chapter 1240-04-07

Subsections 1240-04-07-.05(3)(c) and 1240-04-07-.06(4)(b) mandate knowledge of developmental standards.

The Tennessee Early Learning Developmental Standards (TN-ELDS) provides extensive information for programs serving the whole child, birth to age five, for a full day. The TN-ELDS is a comprehensive presentation of the skills in all domains: social, emotional, physical, language and cognitive, with cognitive skills further defined.

The Tennessee School-Age Developmental Standards focuses on the social, emotional and physical skill development with an abbreviated presentation of the general cognitive skills development of students, kindergarten through eighth grade. School-age care programs complement the school day by providing opportunities for students/children to enhance their social-emotional and physical skills. Supporting social, emotional and physical skill development strengthens cognitive skills development. (The rigorous cognitive development standards of students, grades k-12, are defined by the curriculum frameworks adopted by the State Board of Education and are available on the Department of Education website: <http://tn.gov/education/ci/curriculum.shtml>. These frameworks are the primary focus of the teaching staff during school hours.)

Understanding and knowledge of the School-Age Developmental Standards are essential in providing a care program which supports the participants' healthy growth and development. *"An optimum learning environment recognizes that the informal learning taking place outside of school affects students' achievement in important ways."* Chung, A. and Hillsman, E. "Evaluating After-School Programs"

The School-Age Developmental Standards are presented for the staff members of school-age care programs to provide developmentally appropriate and engaging programs for each of the children in their programs. The School-Age Developmental Standards are NOT to be used to assess a child or group of children, participating in the care program. TN School-Age Developmental Standards are to be used:

- To enhance staff understanding of the developmental needs of the children served
- To provide a program format based on the social, emotional and physical growth of participants
- To guide selection of program activities, materials and supplies
- To provide positive caregiver – child interaction
- To promote healthy peer interactions and relationships

The standards provide an overview of the typical development of skills, but it is most important to understand that children develop at their own pace with some children displaying advanced skills in some domains and delayed skills in other domains.

Resources utilized in the development of the TN School-Age Developmental Standards was based upon the research and findings of: Erick Erickson, Stanley Greenspan, Derry Koralek, Roberta Newman, Laura Colker, Karen Miller, Sue Bredekamp, Steve Musson, Chip Wood and the training manual developed by Tennessee Early Childhood Training Alliance (TECTA).

# Tennessee School-Age Developmental Standards

## Ages 5-7

Areas: Social-Emotional, Physical & Cognitive

Focus: Child Directed & Adult Supported

*Disclaimer: This document in no way should be the decisive factor in the way an individual program chooses to group the ages/grades of the children.*

### **Five – Seven Years of Age Developmental Standards**

Kindergarteners are learning to master the more formal skills of life: (1) relating with peers according to rules (2) progressing from individual play to play that may be structured by rules and may include formal teamwork, such as baseball and (3) beginning to apply academic skills in play. Individual and group responsibilities are necessities as the need for self-discipline increases yearly. The child that is successful in this stage is trusting, independent, and full of initiative and will learn easily enough to be productive. At the beginning of this stage usually the child is beginning or can completely take care of his personal needs independently – use the bathroom, eat meals, wash hands and make decisions without adult assistance. He has an increased interest in peers and seeks adult approval. For the majority of children during this developmental span things are either “right” or “wrong” and there are no “gray” areas. Though children may not require as much sleep as preschoolers, they may tire out at the end of the day due to high levels of activity throughout the day. Through play they express feelings, use creativity and their imagination, and make sense of the world. It is important to note that for this stage of development learning takes place most effectively through concrete play experiences.

#### **Social**

- Learning to participate in group activities, but has not developed a sense of group loyalty.
- Acquiring sense of humor (but may not understand sarcasm).
- Becoming sensitive to what others think.
- Developing judgment of right versus wrong and fair versus unfair.
- Defining what it means to be a boy or girl.
- Learning to share and take turns.
- Participates in cooperative play (Games with rules)

#### **Emotional**

- Gaining a sense of competence.
- Developing a sense of pride in their accomplishments.
- Seeks affirmation by adults.
- Learning to make decisions with others.

# Tennessee School-Age Developmental Standards

## Ages 5-7

- Learning to cooperate with others.
- Imitating adults.
- Learning to accept responsibility for their actions.
- Beginning to set standards for their own behavior and learning greater self-control.
- Learning to handle a wide-range of emotions.

### Physical

- Perfecting coordination of large and small muscles.
- Perfecting hand-eye coordination.
- Perfecting the skills of climbing, running, skipping, hopping, tumbling.
- Developing a sense of rhythm.

### Cognitive

- Increasing problem solving skills.
- Expanding vocabulary skills allowing expression of interests, thoughts, and feelings.
- Using language skills as a means of socialization.
- Learning to question.
- Exhibiting curiosity and exploration.
- Developing an understanding of cultural time (but the concepts of past and future are still vague).
- Beginning to understand numerical concepts (but still need experiences with real objects).
- Expressing their thoughts and feelings – typically in great detail.
- Reading and writing simple words, sentences and texts.
- Beginning to understand concepts of the life cycle (i.e. death).

# Tennessee School-Age Developmental Standards

## Ages 8-10

Areas: Social-Emotional, Cognitive & Physical

Focus: Child Directed & Adult Supported Activity

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Children who are 8 – 10 years old are moving from individual to group play, with forming peer friendships of utmost importance. They spend a great deal of time talking to peers. Also, they are becoming interested in helping the younger children in care. They are developing a sense of independence, which makes them concerned with rules and can lead them to become bossy. Their growing need for independence should be fostered by adult staff. In school-age care programs, plenty of time and space, with adult supervision, should be provided. Age-appropriate materials and equipment for fostering play should be provided to support their growth and development.

### Eight – Ten Years of Age Developmental Standards

#### Social

- Learning to cooperate in group settings and group games
- Developing lasting friendships and beginning to handle peer pressure
- Enjoy group activity and group games that focus on a common interest, such as clubs
- Use problem solving, negotiating and compromising skills with their peers
- Developing interest in long range projects
- Concerned with rules which leads them to become bossy
- Beginning to develop sportsmanship and learn about winning and losing gracefully
- Developing competence in competitive games and team sports

#### Emotional

- Learning to accept responsibility for their actions
- Growing confidence may lead them to take risks
- Becoming sensitive to what others think of them and to adult approval

# Tennessee School-Age Developmental Standards

## Ages 8-10

- Becoming critical of their own performance and beginning to evaluate themselves
- Beginning to want independence but still depending on adults for assistance
- Becoming enthusiastic to tackle anything and will work hard to develop a skill
- Becoming curious as to how things work and how they are made
- Can express subtle emotions and can experience moments of anger or depression
- Can become discouraged, which may lead to being quite shy in public performances
- Beginning to show a capacity for self-evaluation and can laugh at themselves

### Physical

- Increased body strength developed through physical activities
- Increased large muscle coordination leads to success in organized sports and games
- Increased small muscle coordination allows them to learn complex craft skills
- Girls approaching or reaching puberty can make them look grown up
- Visual changes can affect focus and perception
- Choose rough and tumble games with peers
- Sexual development is more rapid with girls than boys
- Perfecting group game skills and team sports skills such as throwing, catching , kicking, etc.
- Developing manual skills and becoming interested in things such as cooking and carpentry

# Tennessee School-Age Developmental Standards

## Ages 8-10

### Cognitive

- Can follow and carry out detailed directions because of increased attention span
- Can do complex tasks and make step-by-step plans to carry them out
- Expand reasoning skills for problem solving with peers
- Develop critical and abstract thinking skills
- Collect and catalogue things such as coins, baseball cards, rocks, etc.
- Develop their own games with complicated rules
- Become skilled in reading, writing and use of oral language
- Beginning to express creative skills through writing , acting, inventing and designing
- Ask many questions to develop their own point of view

# Tennessee School-Age Developmental Standards

## Ages 11-13

Areas: Social-Emotional, Cognitive & Physical

Focus: Child Directed & Adult Supported

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### Eleven – Thirteen Years of Age Developmental Standards

The term “almost teenagers” helps describe the state of internal conflict the eleven to fourteen year old child finds him/herself. This child has a strong need to develop his/her independence and yet yearns to be a part of a peer group. They are searching to identify who they are and often use the pop culture to define themselves. Their bodies are changing faster than they can adapt. They want to be poised and have self control but often are clumsy and in conflict. The School Age Care program can offer opportunities in a safe environment for this ever changing child to discover who he/she wants to become.

#### **Social**

- Beginning to develop personal values
- Learning to make appropriate decisions to resolve conflicts arising from the influence of peers
- Define themselves through environment, friends, clothes, culture, TV
- Developing the understanding that there are consequences to their actions
- Learning to analyze risk factors
- Shows empathy
- Learning to handle emotions such as fear, frustration and rejections
- Learning to express individual ideas in appropriate ways
- Participates in a lengthy project that has a visible outcome (such as skits with costumes, organize community program, etc.)
- Begins to accept responsibility
- Developing leadership skills
- Accepts personal and community responsibility

# Tennessee School-Age Developmental Standards

## Ages 11-13

### Emotional

- Developing persistence
- Explores and examines rules to make sure the rules are fair
- Identifies self with peer group
- Learns to accept and value other points of view
- Communicates with peers through a variety of methods
- Demonstrates the ability to set personal goals
- Learning to cope with hormonal changes

### Physical (Fitness & Games)

- Applies skills and strategies in individual, dual and team sports
- Participates in a variety of activities that utilize large and small motor skills
- Exploring individual competency in motor skills and movement patterns needed to perform a variety of physical activities
- Cooperates with peers of a diverse population to achieve group goals in a competitive and cooperative setting
- Follows rules and procedures designed for safe participation
- Understands the importance of daily physical activity to overall health
- Performs a variety of activities that promote social interaction and self-expression
- Learning to adjust coordination skills due to rapid physical growth
- Employs movement to express thoughts and feelings

# Tennessee School-Age Developmental Standards Ages 11-13

## Cognitive (Language, Literacy, Creative Arts)

- Uses active listening in both formal and informal settings
- Uses non-verbal communication techniques to enhance meaning
- Demonstrates constructive ways to express needs, wants and feelings
- Demonstrates techniques to assertively deal with peer pressure
- Reads and writes independently for a variety of purposes
- Understands numbers and ways of representing numbers in a real-world context
- Investigates how living things interact with one another
- Demonstrates respect for individual and cultural differences that help develop healthy relationships.
- Uses imagination to form and to express thought, feeling and character