

# EASTERN ARIZONA COLLEGE

## Guiding Children's Social Development

Course Design  
2018-2019

**Course Information**

**Division** Social Sciences  
**Course Number** ECE 120  
**Title** Guiding Children's Social Development  
**Credits** 3  
**Developed by** JoAnn Morales  
**Lecture/Lab Ratio** 3 Lecture/0 Lab

**Transfer Status**

ASU	NAU	UA
ECD Dept Elective	Elective Credit	Elective Credit

**Activity Course** No  
**CIP Code** 13.1210  
**Assessment Mode** Pre/Post Test (75 Questions/75 Points)  
**Semester Taught** Spring  
**GE Category** None  
**Separate Lab** No  
**Awareness Course** No  
**Intensive Writing Course** No  
**Diversity and Inclusion Course** No

**Prerequisites**

None

**Educational Value**

This course will be helpful to students who are interested in providing childcare in a home environment, a childcare center, private preschools, and education careers. The information provided is based on current theories and research. Early childhood educators, administrators, advocates, and parents will find practical information that can be put to immediate use to promote the highest-quality care and education possible for children.

**Description**

Students will gain knowledge in a study of positive guidance and discipline techniques that can be used to encourage children to develop self-discipline and responsibility for their own actions. Students will also learn the importance of assessing, understanding, and enhancing the development of communication skills of young children to help guide and develop a child's self image. Students will learn how to translate information presented into related skills and procedures that support children's social development.

## **Supplies**

None

### **Competencies and Performance Standards**

#### **1. Compile a list of practices necessary for the development of social competence.**

##### **Learning objectives**

*What you will learn as you master the competency:*

- a. Describe social competence and how it affects children's lives.
- b. Determine how child development and learning influences children's social competence.
- c. Determine the teacher's role in supporting children's social competence.

##### **Performance Standards**

*Competence will be demonstrated:*

- o in the completion of selected activities
- o in the completion of a chapter test

*Criteria - Performance will be satisfactory when:*

- o learner can describe social competence and its effects on children
- o learner can list how development and learning influence social competence
- o learner can describe the role of the teacher in supporting social competence

#### **2. Give examples of how teachers can establish positive relationships with young children.**

##### **Learning objectives**

*What you will learn as you master the competency:*

- a. List key elements of positive adult child relationships.
- b. Describe how adults can best support infant and toddler social development and learning.
- c. Name strategies for interaction with parents of infants and toddlers.

##### **Performance Standards**

*Competence will be demonstrated:*

- o in the completion of selected activities
- o in the completion of a chapter test

*Criteria - Performance will be satisfactory when:*

- o learner can list important elements to develop positive adult and child relationships
- o learner can name strategies for positive interactions between infants and toddlers

#### **3. Explain the importance of nonverbal and verbal communication.**

##### **Learning objectives**

*What you will learn as you master the competency:*

- a. Describe the channels of nonverbal communication.
- b. Describe the cultural differences in nonverbal communication.
- c. Identify how children acquire effective nonverbal skills.
- d. Discuss how nonverbal behaviors communicate messages about relationships between adults and children.

- e. Describe the verbal environment and its impact on children.
- f. Create a list of verbal strategies to contribute a positive verbal environment.

**Performance Standards**

*Competence will be demonstrated:*

- o in the completion of selected activities
- o in the completion of a chapter test

*Criteria - Performance will be satisfactory when:*

- o learner can describe various types of communication
- o learner can compare the effects of verbal and nonverbal communication
- o learner can explain the impact different forms of communication has on children

**4. Describe children's emotional development.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Describe what emotions are and how they affect people's lives.
- b. List emotional challenges children face.
- c. Describe strategies for supporting children's emotional development.
- d. Name family communication strategies related to emotions

**Performance Standards**

*Competence will be demonstrated:*

- o in the completion of selected activities
- o in the completion of a chapter test

*Criteria - Performance will be satisfactory when:*

- o learner can describe emotions, their effects and the challenges they pose for both children and adults
- o learner can list effective strategies to support children's emotional development
- o learner can identify family communication strategies related to emotions

**5. Define the term resilience, and give examples of how teachers can help children develop resilience.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Discuss the term resilience, and how it develops.
- b. List sources of children's stress and how stress influences resilience.
- c. Devise strategies for helping children cope more effectively when they are under stress.
- d. Propose strategies for communicating with families of highly stressed children.

**Performance Standards**

*Competence will be demonstrated:*

- o in the completion of selected activities
- o in the completion of a chapter test

*Criteria - Performance will be satisfactory when:*

- o learner can define resilience and discuss its development in children

- o learner can develop strategies that assist children with stress
- o learner can develop strategies to assist families of highly stressed children

**6. Explain the nature and function of play.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Describe the relation of play to other aspects of development.
- b. Name development trends in various types of play.
- c. Discuss the role of the adult in facilitating children's play.

***Performance Standards***

*Competence will be demonstrated:*

- o in the completion of selected activities
- o in the completion of a chapter test

*Criteria - Performance will be satisfactory when:*

- o learner can compare the relation of play to other aspects of development
- o learner can identify the developmental trends of play
- o learner can describe the role of the adult in facilitating play

**7. Create a list of strategies to support children's friendships.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Describe why peer relationships are important to children.
- b. Examine how children's ideas about friendship change over time.
- c. List variables that influence children's friendship choices.
- d. Identify skills necessary for making contact, maintaining positive interactions, negotiating conflicts, and ending relationships.

***Performance Standards***

*Competence will be demonstrated:*

- o in the completion of selected activities
- o in the completion of a chapter test

*Criteria - Performance will be satisfactory when:*

- o learner can explain the importance of peer relationships
- o learner can give examples of how friendships are influenced and changed over time
- o learner can identify necessary skills to enhance positive interactions including starting or ending relationships with others

**8. Create and maintain an environment which fosters positive relationships with opportunities to foster self-discipline.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Describe how to use time, space, and furnishing to promote children's social development.

- b. Outline how to select and organize materials to promote social development.
- c. Describe self-discipline and how it is developed.
- d. Determine how different adult guidance styles affect children's personality and behavior.
- e. Identify strategies for communicating with families about childhood expectations and rules.

**Performance Standards**

*Competence will be demonstrated:*

- o in the completion of selected activities
- o in the completion of a chapter test

*Criteria - Performance will be satisfactory when:*

- o learner can describe how the environment and materials effects children's social development
- o learner can define the term self-discipline and discuss how self-discipline is developed
- o learner can list various guidance styles and their effects on children's social development
- o learner can list positive strategies that assist families with classroom expectations

**9. Devise a plan to foster self-discipline in children through the implementation of solutions and consequences.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. List typical reasons why children engage in inappropriate behavior.
- b. Determine ways adults can change their behavior to help children follow rules more successfully.
- c. List four kinds of consequences.
- d. Compare consequences and punishments.

**Performance Standards**

*Competence will be demonstrated:*

- o in the completion of selected activities
- o in the completion of a chapter test

*Criteria - Performance will be satisfactory when:*

- o learner can list examples of inappropriate behaviors and why children engage in those behaviors
- o learner can describe appropriate behaviors adults can use to assist children in fostering self-discipline
- o learner can identify various types of consequences
- o learner can compare and contrast consequences with punishments

**10. Compare aggression and aggressive behavior.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. List the four types of aggression.
- b. Compare and contrast the terms assertiveness and aggression.

- c. Name the factors that contribute to aggressive behavior.
- d. Examine adult actions that increase childhood aggression.
- e. Describe techniques that reduce children's aggression.

**Performance Standards**

*Competence will be demonstrated:*

- o in the completion of selected activities
- o in the completion of a chapter test

*Criteria - Performance will be satisfactory when:*

- o learner can name four types of aggression
- o learner can discriminate the terms assertiveness and aggression
- o learner can identify factors and adult actions that contribute to aggressive behavior
- o learner can list techniques than reduce children's aggression

**11. Outline the skills needed for promoting pro-social behavior in children.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Give examples of pro-social behavior.
- b. Describe lifelong benefits for pro-social behavior.
- c. Name factors that influence pro-social behavior.

**Performance Standards**

*Competence will be demonstrated:*

- o in the completion of selected activities
- o in the completion of a chapter test

*Criteria - Performance will be satisfactory when:*

- o learner can name examples of pro-social behavior
- o learner can list lifelong benefits of pro-social behavior
- o learner can identify factors that contribute to pro-social behavior

**12. Develop a plan to support children's development with special attention to sensitive issues including sexuality, ethnicity, and children with exceptional needs.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Describe children's psychosexual development.
- b. Describe outcomes related to the development of ethnic identity, preferences, and attitudes in young children.
- c. Identify issues surrounding inclusion of children with exceptional needs in formal group settings.

**Performance Standards**

*Competence will be demonstrated:*

- o in the completion of selected activities
- o in the completion of a chapter test

*Criteria - Performance will be satisfactory when:*

- learner can describe psychosexual development
- learner can explain how children develop ethnic identity and attitudes
- learner can describe the difficulties with inclusion in formal group settings

**13. Assess the importance of making ethical judgments and decisions.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Explain the difference between simple decision making and ethical judgments.
- b. Compare how program goals, strategies and standards relate to ethical judgments.
- c. Describe variables that influence the judgments helping professionals make.
- d. Compile a list of guidelines for considering children's extreme behavior.

***Performance Standards***

*Competence will be demonstrated:*

- in the completion of selected activities
- in the completion of a chapter test

*Criteria - Performance will be satisfactory when:*

- learner can compare decision making and ethical judgments
- learner can discuss the relationship between program goals, strategies and standards relate to ethical judgments
- learner can recall guidelines to consider when determining children's extreme behavior

***Types of Instruction***

Discussions

Chapter scenarios

Chapter exams

***Grading Information***

***Grading Rationale***

Grades will be determined with the following criteria being considered:

Class attendance /participation	Weight	5%
Assignments	Weight	30%
Examinations / tests	Weight	45%
Post test	Weight	20%

A pre and posttest will be given. Pre-test will not count.

*Online Course*

Grading rationale for an online version of this course will be weighted exactly like the face-to-face course. Pre and Post Tests will not be administered. Instead students will complete a final project which will be worth 20% of the final grade.

**Grading Scale**

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 59%