

Course Title:	Child Development II
Grade(s):	9-12

Course Description
This is a .5 credit course that picks up where Child Development I finishes. This course acquaints students with curriculum planning based on the knowledge of developmentally appropriate practices and explores the role of the teacher in an early childhood setting. Students will gain knowledge of early childhood programs, influential theorists who support early childhood education, and current trends in the field. The students will read about, observe, and discuss in-depth the developing child and will examine a variety of early childhood programs and teaching methods. This .5 credit course provides an introduction to inclusive early childhood education, emphasizing the critical developmental period from birth through age eight. Students will examine the impact of early care settings on diverse learners, including those with disabilities, language differences, and/or cultural differences. The curriculum explores foundational theories, historical perspectives, and contemporary trends alongside various teaching models. Participants will focus on curriculum design using developmentally appropriate practices while investigating the teacher's role through reflective observation. Requirement: 10 hours of field work conducted in elementary classroom visits. ECED courses are aligned with the following standards: CT State Core Knowledge and Competencies (CKC), Division of Early Childhood of the Council for Exceptional Children (DEC), Early Intervention/Early Childhood Special Education (EI/ECSE), National Association for the Education of Young Children (NAEYC), and Office of Special Education Programs (OSEP). * denotes CT State learning outcomes.
Approved Curricular Materials/Textbook(s)
<i>Child Development: Early Stages Through Age 12</i> by Celia Decker

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1:	This unit provides a comprehensive review of child development from birth to age eight, focusing on physical, social-emotional, intellectual, and brain development.	2 weeks

	Students explore key developmental milestones and how each domain supports overall growth. The unit also introduces Developmentally Appropriate Practice (DAP), emphasizing how to support children’s learning and development in ways that are age-appropriate, responsive, and effective. This unit focuses on a review of development from birth to age 8, including: • Physical development • Social-emotional development • Intellectual development • Brain development and functions • Developmentally Appropriate Practice *Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families *Standard 5: Using Content Knowledge to Build Meaningful Curriculum	
Unit 2: Curriculum	This unit focuses on the foundations of early childhood curriculum by exploring the theories and research that guide early childhood care and education. Students examine key developmental theories and understand the rationale behind different early childhood education models. *Standard 5: Using Content Knowledge to Build Meaningful Curriculum	3 weeks
Unit 3: Play	This unit explores the essential role of play in early childhood development and learning. Students examine the theories and research that support play-based learning and investigate how play contributes to children's physical, social-emotional, cognitive, and language development. Emphasis is placed on understanding the rationale behind early childhood education models that use play as a foundation for teaching, learning, and healthy child development.	3 weeks
Unit 4: Storytelling	This unit explores the role of storytelling in supporting language development during early childhood. Students examine the progression of language development in young children and learn how storytelling promotes vocabulary growth, communication skills, listening comprehension, and literacy development.	3 weeks

	*Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families	
Unit 5: Planning for Early Childhood Experiences	This unit focuses on planning and participating in authentic early childhood learning experiences through a six-week preschool experience and a three- to four-week experience in a kindergarten, first-grade, or second-grade classroom. Students apply child development and education concepts as they observe, interact with, and support young learners. *Demonstrate an understanding of the process of guiding pro-social behavior in children. • Standard 1: Promoting Child Development and Learning • Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families • Standard 5: Using Content Knowledge to Build Meaningful Curriculum During this unit, students will analyze developmentally appropriate practice and how goals, objectives, and assessment should reflect the individual character and uniqueness of the child.	Ongoing (3-4 weeks)
Unit 6: Early Childhood Preschool Models	This unit examines early childhood preschool models and the principles that guide effective early learning environments. Students analyze Developmentally Appropriate Practice (DAP) and explore how goals, objectives, and assessments should be tailored to reflect each child's individual strengths, needs, interests, and developmental level. Emphasis is placed on understanding how high-quality preschool programs support the unique growth and learning of children.	2 weeks
Unit 7: Literacy and Numeracy in Elementary Classrooms	This unit explores the foundations of literacy and numeracy instruction in elementary classrooms. Students examine how children develop reading, writing, language, and mathematical skills, and learn strategies educators use to support these areas of learning. *Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families	3 weeks
Unit 8: Careers in	This unit explores the wide range of careers available in the field of early	1 week

Early Childhood	childhood education and child development. Students examine the roles, responsibilities, education requirements, and skills needed for professions that support young children and their families. Emphasis is placed on career exploration, professional expectations, and understanding the impact early childhood professionals have on children's growth, learning, and well-being. *Standard 6: Becoming a Professional	
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