Child Development 2

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☐ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Family and Consumer Science **Course:** Human Development and Family Studies		
Course Title:	Child Development 2		
Prerequisite(s):	Child Development 1 *and* Teacher Recommendation Advised		
Course Description: *Program of Studies*	Do you enjoy working with children and want to step into the role of an educator? In Child Development 2, students transform from observers to the head teachers and coordinators of our completely student-run laboratory preschool. Working directly with three- and four-year-old children from the local community, you will take the lead in designing, planning, and executing an entire preschool curriculum. Through daily classroom instruction and collaborative team evaluations, students utilize professional developmental milestones to track individual child growth, manage positive classroom dynamics, and cultivate an enriching environment. This course is an immersive, real-world experience perfect for anyone aspiring to careers in education, pediatric healthcare, psychology, or social services.		
Course Essential Questions:	• How does the physical environment influence a child's behavior and learning? • How do we support a child's need for autonomy while maintaining a cohesive classroom community? • How do intentional teaching practices and targeted observations help educators effectively support a child's unique social-emotional and cognitive growth? • In what ways does a carefully planned learning environment ignite a child's natural cognitive curiosity? • How can teachers build a bridge between the home and the classroom?		

	● How do professional ethics, legal responsibilities, and ongoing certification requirements elevate the quality of early childhood education? ● How can educators establish collaborative, respectful partnerships with diverse families to support a child's holistic development? ● How do educators design learning experiences that simultaneously stimulate both physical coordination and cognitive inquiry in early childhood? ● In what ways do science and math activities support the development of the "whole child?" ● How does physical movement support cognitive "mapping" in a child's brain? ● How can a teacher turn everyday classroom routines into "math moments"? ● How do we move beyond "letter of the week" to deep literacy immersion? ● How can educators design a print-rich environment that naturally encourages language acquisition and early literacy skills? ● Why is "process art" more developmentally significant than "craft projects"? ● How do children develop a sense of "belonging" in a classroom? ● How can we teach social studies concepts like "fairness" and "citizenship" to a four-year-old? ● How does a child's developing sense of self and cultural identity shape how s/he interacts with the classroom community and the wider world? ● How can early childhood educators intentionally design social studies experiences that foster empathy, inclusion, and group cooperation?
Course Enduring Understandings:	● A well organized environment reduces conflict and encourages independence. ● Development is holistic; physical, social, and cognitive growth are deeply interconnected. ● Positive relationships with adults are the primary catalyst for healthy brain development. ● Meaningful cognitive and social-emotional growth occurs when educators use objective observations to tailor instruction to a child's developmental stage. ● A learning environment built on intentional teaching practices creates a secure psychological foundation, allowing children to confidently explore and satisfy their cognitive curiosity. ● The family is the child's first and most important teacher. ● Maintaining strict ethical standards and pursuing professional growth (like the CDA) ensures a safe, equitable, and high-quality environment for children and staff.

	• Effective program management relies on clear communication, strong partnerships with families, and community collaboration to bridge the gap between home and school. • Physical and cognitive growth are deeply interconnected; gross and fine motor mastery provides the physical foundation necessary for children to actively explore mathematical and scientific concepts. • Utilizing open-ended manipulatives and inquiry-guided instruction allows children to meet developmental milestones naturally through hands-on play. • Science in ECE is about process (e.g., observing, predicting) and facts. • Literacy begins with oral language and meaningful conversation. • The arts provide a non-verbal language for children to process their world. • Understanding the developmental stages of early literacy, speech, and artistic expression supports appropriate early childhood instruction. • The definition and structural elements of a "print-rich environment" (labels, diverse libraries, word walls). • The psychological and developmental benefits of open-ended, process-oriented art versus structured, product-oriented crafts • Diversity and inclusion must be lived experiences in the classroom, not just "holiday" lessons. • A strong, positive sense of individual identity and self-worth is the foundational building block for healthy social relationships and global citizenship. • Group dynamics and community connections thrive when young children are taught to value diversity, practice empathy, and understand their unique role within a social structure.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit(s) ☑ 1.0 Credit(s) ☐ 1.5 Credit(s) ☐ N/A
Course Materials/Resources:	• Connecticut Documentation and Observation for Teaching System (CT DOTS) • National Association of Education for Young Children (NAEYC) • Research and multimedia resources	

FPS Course Academic Expectation(s):	☐ Exploring and Understanding (EU) ☐ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☑ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)
Year at a Glance (Units):	**Unit 1:** Onboarding (~5 weeks) **Unit 2:** Social, Emotional, and Cognitive Development (ongoing for ~15 weeks) **Unit 3:** Professionalism and Family Partnerships (ongoing for ~15 weeks) **Unit 4:** Advancing Physical and Intellectual Development (Math, Science, Physical Health) (ongoing for ~15 weeks) **Unit 5:** Language, Literacy, and Creative Arts (ongoing for ~15 weeks) **Unit 6:** Social Studies, Social-Emotional Learning and Community (ongoing)

Unit Number and Title:	**Unit 1:** Onboarding: Foundations of a Safe and Healthy Learning Environment
Duration:	~5 weeks
Resource(s):	● The Child Development Associate (CDA) Competency Standards ● Connecticut Early Learning and Development Standards (ELDS) ● Connecticut Documentation and Observation for Teaching System (CT DOTS) ● National Association of Education for Young Children (NAEYC) ● Research and multimedia resources
Unit Overview:	This unit focuses on CDA Functional Areas 1, 2, and 3. Students will learn to establish and maintain a safe, healthy, and stimulating learning environment. The unit covers physical safety protocols, nutritional planning, and the arrangement of indoor/outdoor spaces to promote child growth.
Learning Goals	
Standard(s):	**Area of Study 4.0 Education and Early Childhood** 4.4.1: Manage physical space, equipment, and maintenance to ensure a safe and healthy environment for children. 4.4.2: Apply safe and healthy practices and regulations for childcare and education environments. 4.4.3: Implement procedures for emergency situations in childcare and education environments. 4.4.4: Analyze nutritional needs of children and plan menus and food preparation experiences that meet those needs. 4.4.5: Plan and implement a curriculum that supports the physical, social, emotional, and cognitive development of children. 4.4.6: Select and utilize developmentally appropriate materials and equipment for learning environments. 4.4.7: Implement practices that support inclusive environments for children with diverse needs.
Essential Question(s):	How does the physical environment influence a child's behavior and learning?
Enduring	A well organized environment reduces conflict and encourages independence.

Understanding(s):	
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the characteristics of a well-organized, developmentally appropriate learning environment that reduces conflict and promotes independence. ● how the physical arrangement of space, furniture, and equipment directly influences a child's behavior, safety, and learning outcomes. ● regulatory health and safety practices required to maintain a secure childcare or educational setting. ● strategies for selecting and utilizing materials that support diverse physical, social, emotional, and cognitive needs. **Skills:** (Students will be able to…) ● design a compliant, developmentally appropriate floor plan for an early childhood classroom that maximizes safety and optimizes learning zones. ● evaluate childcare equipment, toys, and instructional materials for safety hazards, age-appropriateness, and inclusivity. ● demonstrate proper implementation of emergency procedures and daily health/sanitation routines required by regulatory agencies. ● plan a nutritious menu or food-related learning experience that accommodates specific dietary restrictions and meets children's developmental needs.

Unit Number and Title:	**Unit 2:** Social, Emotional, and Cognitive Development
Duration:	~Ongoing
Resource(s):	The Child Development Associate (CDA) Competency Standards Connecticut Early Learning and Development Standards (ELDS) Connecticut Documentation and Observation for Teaching System (CT DOTS) National Association of Education for Young Children (NAEYC) Research and multimedia resources
Unit Overview:	This unit aligns with CDA Functional Areas 4, 5, 7, and 8. Students explore how children think, feel, and interact. The focus is on supporting social-emotional competence and cognitive curiosity through intentional teaching and observation
Learning Goals	
Standard(s):	**Area of Study 4.0 Education and Early Childhood** 4.2.4: Analyze elements of a developmentally appropriate curriculum that fosters cognitive, physical, social, and emotional development. 4.2.5: Arrange learning environments that provide for the safety, health, and holistic development of children. 12.2.1: Analyze the effect of social, emotional, and cognitive development on the total growth of the individual.
Essential Question(s):	● How do we support a child's need for autonomy while maintaining a cohesive classroom community? ● How do intentional teaching practices and targeted observations help educators effectively support a child's unique social-emotional and cognitive growth? ● In what ways does a carefully planned learning environment ignite a child's natural cognitive curiosity?
Enduring	● Development is holistic; physical, social, and cognitive growth are deeply interconnected.

Understanding(s):	● Positive relationships with adults are the primary catalyst for healthy brain development. ● Meaningful cognitive and social-emotional growth occurs when educators use objective observations to tailor instruction to a child's developmental stage. ● A learning environment built on intentional teaching practices creates a secure psychological foundation, allowing children to confidently explore and satisfy their cognitive curiosity.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the specific criteria defining CDA Functional Areas 4 (cognitive), 5 (self), 7 (social), and 8 (guidance). ● observation techniques (e.g., anecdotal records, checklists) used to track emotional competence and cognitive progress. ● how intentional teacher interactions strengthen a child's self-regulation and problem-solving skills. **Skills:** (Students will be able to…) ● conduct objective observations focusing on a child's social interactions and cognitive choices in a classroom setting. ● design learning activities or experiences that directly address a child's developmental needs within the CDA functional areas. ● implement positive guidance strategies that foster a supportive, learning-rich classroom climate. ● facilitate a "circle time" activity that promotes turn-taking and language development. ● create a lesson plan that specifically targets a cognitive skill (e.g., sorting, cause-and-effect, or phonemic awareness).

Unit Number and Title:	**Unit 3:** Professionalism and Family Partnerships
Duration:	~Ongoing
Resource(s):	Connecticut Documentation and Observation for Teaching System (CT DOTS) National Association of Education for Young Children (NAEYC) Research and multimedia resources
Unit Overview:	This unit covers CDA Functional Areas 11, 12, and 13. It focuses on the adult side of ECE: communicating with families, maintaining ethical standards, and completing the requirements for professional certification.
Learning Goals	
Standard(s):	**Area of Study 4.0 Education and Early Childhood** 4.1.1: Analyze career paths, opportunities, and professional practices in education and early childhood fields. 4.1.2: Demonstrate professional practices, ethical behavior, and legal responsibilities in education and childcare settings. 4.3.4: Demonstrate skills for positive and productive collaborative relationships with families, colleagues, and community agencies. **Area of Study 13.0 Interpersonal Relationships** 13.2.1: Analyze the effects of family as a system on individuals and society.
Essential Question(s):	● How can teachers build a bridge between the home and the classroom? ● How do professional ethics, legal responsibilities, and ongoing certification requirements elevate the quality of early childhood education? ● How can educators establish collaborative, respectful partnerships with diverse families to support a child's holistic development?
Enduring	● The family is the child's first and most important teacher.

Understanding(s):	● Maintaining strict ethical standards and pursuing professional growth (like the CDA) ensures a safe, equitable, and high-quality environment for children and staff. ● Effective program management relies on clear communication, strong partnerships with families, and community collaboration to bridge the gap between home and school.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● techniques for effective parent-teacher communication (newsletters, conferences, daily reports). ● the importance of confidentiality (HIPAA/FERPA) in childcare settings. ● requirements for the CDA professional portfolio and the verification visit. **Skills:** (Students will be able to…) ● analyze complex workplace scenarios or ethical dilemmas in ECE and apply the NAEYC Code of Conduct to resolve them. ● design a family communication toolkit (such as an intake questionnaire, newsletter template, or parent conference outline) that fosters collaboration. ● demonstrate professional advocacy and workplace-readiness skills through reflective self-assessments. ● develop an action plan and compile necessary professional portfolio components required for CDA credentialing.

Unit Number and Title:	**Unit 4:** Advancing Physical and Intellectual Development (Math, Science, Physical Health)
Duration:	~ongoing
Resource(s):	Connecticut Documentation and Observation for Teaching System (CT DOTS) National Association of Education for Young Children (NAEYC) Research and multimedia resources
Unit Overview:	This unit focuses on the "whole child" approach to physical and cognitive growth. Students will learn to facilitate science, math, and gross/fine motor activities that align with CT DOTS milestones.
Learning Goals	
Standard(s):	**Area of Study 4.0 Education and Early Childhood** 4.4.5: Plan and implement a curriculum that supports the physical, social, emotional, and cognitive development of children. 4.4.6: Select and utilize developmentally appropriate materials and equipment for learning environments. **Area of Study 12.0 Human Development** 12.1.1: Analyze physical, social, emotional, and cognitive aspects of human growth and development.
Essential Question(s):	● How do educators design learning experiences that simultaneously stimulate both physical coordination and cognitive inquiry in early childhood? ● In what ways do science and math activities support the development of the "whole child"? ● How does physical movement support cognitive "mapping" in a child's brain? ● How can a teacher turn everyday classroom routines into "math moments"?
Enduring Understanding(s):	● Physical and cognitive growth are deeply interconnected; gross and fine motor mastery provides the physical foundation necessary for children to actively explore mathematical and scientific concepts. ● Utilizing open-ended manipulatives and guided instruction allows children to meet

	developmental milestones naturally through hands-on play. ● Science in ECE is about the *process* of inquiry (observing, predicting), and facts.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● principles of "physical literacy" (e.g., balance, coordination, and spatial awareness). ● early numeracy concepts, such as one-to-one correspondence, subitizing, and pattern recognition. ● the scientific method for preschoolers, such as observing, categorizing, and experimenting. ● how concrete math manipulatives bridge the gap between abstract mathematical concepts and a child's developmental understanding. ● the specific CT DOTS milestones relating to gross motor, fine motor, and cognitive development. ● the core principles of learning in early childhood science. **Skills:** (Students will be able to…) ● use CT DOTS to document a child's progress in fine motor skills (e.g., pincer grasp, scissor usage). ● design a "STEM discovery table" that encourages open-ended exploration. ● lead a "movement circle" that integrates cross-lateral brain exercises. ● design and facilitate a hands-on math activity that targets specific fine motor and cognitive milestones. ● develop a science lesson that encourages children to observe, predict, and experiment. ● select and organize age-appropriate classroom materials that promote gross and fine motor physical development.

Unit Number and Title:	**Unit 5:** Language, Literacy, and Creative Arts
Duration:	~ ongoing
Resource(s):	Teaching Strategies - The Creative Curriculum for Preschools CDA Pathway The Child Development Associate (CDA) Competency Standards Connecticut Early Learning and Development Standards (ELDS) Connecticut Documentation and Observation for Teaching System (CT DOTS) National Association of Education for Young Children (NAEYC) Research and multimedia resources
Unit Overview:	This unit focuses on the communicative and expressive arts. Students will explore how to create a print-rich environment and how to value "process over product" in creative arts to foster individual expression.
Learning Goals	
Standard(s):	**National Standards for Family and Consumer Sciences Education:** ● FCS 4.4.5: Plan and implement a curriculum that supports the physical, social, emotional, and cognitive development of children. ● FCS 4.4.6: Select and utilize developmentally appropriate materials and equipment for learning environments. ● FCS 12.1.1: Analyze physical, social, emotional, and cognitive aspects of human growth and development.
Essential Question(s):	● How do we move beyond "letter of the week" to deep literacy immersion? ● How can educators design a print-rich environment that naturally encourages language acquisition and early literacy skills? ● Why is "process art" more developmentally significant than "craft projects"?
Enduring	● Literacy begins with oral language and meaningful conversation.

Understanding(s):	● The arts provide a non-verbal language for children to process their world. ● Understanding the developmental stages of early literacy, speech, and artistic expression supports appropriate early childhood instruction. ● The definition and structural elements of a "print-rich environment" (labels, diverse libraries, word walls). ● The psychological and developmental benefits of open-ended, process-oriented art versus structured, product-oriented crafts.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the developmental stages of early literacy, speech, and artistic expression (e.g., scribbling, pre-schematic stages). ● the definition and structural elements of a "print-rich environment" (labels, diverse libraries, word walls). ● the psychological and developmental benefits of open-ended, process-oriented art versus structured, product-oriented crafts. **Skills:** (Students will be able to…) ● design a print-rich, literacy-focused learning center or reading nook for an early childhood classroom. ● facilitate an open-ended creative arts activity that uses everyday materials to focus purely on the child's sensory and expressive process. ● select and present high-quality, diverse children's literature accompanied by effective dialogic reading techniques.

Unit Number and Title:	**Unit 6:** Social Studies, Social-Emotional Learning and Community
Duration:	~Ongoing
Resource(s):	Teaching Strategies - The Creative Curriculum for Preschools; CDA Pathway Connecticut Documentation and Observation for Teaching System (CT DOTS) National Association of Education for Young Children (NAEYC) Research and multimedia resources
Unit Overview:	This unit combines social-emotional competence with social studies. It focuses on helping children understand their own identity, their role in a group (the classroom), and their connection to the broader community and world.
Learning Goals	
Standard(s):	**National Standards for Family and Consumer Sciences Education:** ● FCS 12.1.1: Analyze physical, social, emotional, and cognitive aspects of human growth and development. *(Focus: Social-emotional growth and identity)* ● FCS 13.2.1: Analyze the effects of family as a system on individuals and society. *(Focus: Connecting self to family and community)* ● FCS 13.3.2: Demonstrate verbal and nonverbal behaviors that support positive team/group dynamics. *(Focus: The child's role in a classroom group)*
Essential Question(s):	● How do children develop a sense of "belonging" in a classroom? ● How can we teach social studies concepts like "fairness" and "citizenship" to a four-year-old? ● How does a child's developing sense of self and cultural identity shape how they interact with their classroom community and the wider world? ● How can early childhood educators intentionally design social studies experiences that foster empathy, inclusion, and group cooperation?
Enduring Understanding(s):	● Diversity and inclusion must be lived experiences in the classroom, not just "holiday" lessons. ● A strong, positive sense of individual identity and self-worth is the foundational building block

	for healthy social relationships and global citizenship. ● Group dynamics and community connections thrive when young children are taught to value diversity, practice empathy, and understand their unique role within a social structure.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● emotional vocabulary by helping children name and tame complex feelings. ● conflict resolution strategies for the "pre-operational" child. ● basic social studies concepts, such as geography (mapping the room), history (daily timelines), and civics (class rules). ● the developmental milestones associated with self-concept, self-esteem, and social identity in early childhood. ● methods for integrating anti-bias, culturally responsive social studies themes into an early childhood curriculum. ● the significance of classroom rituals, jobs, and community-building activities in fostering a child's sense of belonging. **Skills:** (Students will be able to…) ● create a CT DOTS observation portfolio entry regarding a child's ability to cooperate with peers. ● facilitate a "problem-solving meeting" to resolve a classroom conflict over a shared toy. ● develop a "family wall" or "community map" project that reflects the diverse backgrounds of the students. ● design a curriculum unit or learning center centered around "all about me" or "my community" that aligns with CT DOTS social-emotional milestones. ● select and evaluate multicultural children's literature that promotes diverse family structures, traditions, and global awareness. ● formulate positive guidance strategies that help children navigate group conflict, share resources, and practice collaborative citizenship within the classroom.