

## Unit 2 Developmental Goals and Objectives

In the [Curriculum Implementation Manual](#) you will find a concept map for each Unit. To supplement the map, below is a summary of what children will be learning in each developmental domain in Unit 2.

Approaches to Learning		<ul style="list-style-type: none"> <li>Initiative</li> <li>Cooperation</li> </ul>	<ul style="list-style-type: none"> <li>“What can I do for my classroom community and my neighborhood? How can I participate during the school day?” Children will be invited to develop their willingness to take on tasks, volunteer to participate during learning opportunities, and take reasonable risks while exploring and learning.</li> <li>Children will be provided with many opportunities to develop the ability to work together with others in their classroom community!</li> </ul>
Physical Development		<ul style="list-style-type: none"> <li>Wellness: Self-Care</li> <li>Control and Coordination</li> </ul>	<ul style="list-style-type: none"> <li>Children are constantly developing their independence including asking for help, feeding themselves, enjoying the company of others, and enjoying alone time. Toddlers will be invited to utilize sign-language (<a href="#">from the Unit 2 Infant &amp; Toddler ASL Guide</a>) in order to communicate their needs.</li> <li>Specific gross motor and fine motor activities encourage children to develop their control and coordination skills!</li> </ul>
Social Emotional		<ul style="list-style-type: none"> <li>Sense of Identity and Belonging</li> <li>Interaction with Peers and Adults</li> </ul>	<ul style="list-style-type: none"> <li>Children will develop their sense of identity and belonging as they learn about their community; both at Doodle Bugs! and at home in their neighborhoods. What role do I play in both of these communities and how can I become a community helper? What makes me special and different from everyone else in the community?</li> <li>Opportunities to build trusting relationships with peers and adults happen every day as children are encouraged to interact with others.</li> </ul>
Language, Communication, Literacy		<ul style="list-style-type: none"> <li>Conventions of Social Interaction</li> <li>Listening Skills</li> </ul>	<ul style="list-style-type: none"> <li>Children will experiment with the give and return nature of conversation and learn how to communicate with others effectively.</li> <li>Teachers will encourage children to respond to action words by performing the actions, locate objects when they are discussed, repeat specific details of a story, respond to questions with appropriate answers, and gain information through listening.</li> </ul>
Cognitive/ Knowledge	STEM	<ul style="list-style-type: none"> <li>Diversity</li> <li>Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Children will explore diversity through comparing similarities and differences in their neighborhoods, community helpers, and families!</li> <li>Early numeracy begins through play in the block center, Sensory bin, Fine motor center, and all around the classroom. Children develop one-to-one correspondence and the understanding of numeracy as they count objects in their immediate environment!</li> </ul>
	Arts	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Music as Communication</li> </ul>	<ul style="list-style-type: none"> <li>Children will act out familiar scenarios with an intended purpose in the Dramatic Play center.</li> <li>Teachers will sing simple directions to students throughout the day and children will be encouraged to “compose” their own songs to convey a message.</li> </ul>
	Social Studies	<ul style="list-style-type: none"> <li>People, Places, and Environments</li> </ul>	<ul style="list-style-type: none"> <li>“Who am I in relation to my family and community?” Children will learn about themselves in relation to the bigger picture. Children will also explore maps of the center and explore where their classroom is within the constructs of the overall center. Pre-K students will expand to creating perceived “maps of the neighborhood.”</li> </ul>