

The Good Shepherd School Curriculum

Goals

Two-Year-Old Program

Respect and Responsibility are the foundation of the Good Shepherd curriculum. Caring for others, cooperation, responsibility, independence and respect for others have been established as our core values. We strive to develop character in all of our students by incorporating these values into our daily life and into our curriculum.

I. To foster the development of a positive self-concept and a positive attitude toward school, the children will have the opportunity to...

- show pride in accomplishments and products created.
- exhibit confidence in their own abilities.
- acquire developmentally appropriate readiness skills.

II. To nurture independence and self-control, encouraging an increased awareness of relationships between freedom and responsibility, the children will have the opportunity to...

- use appropriate expressions of positive and negative feelings.
- separate from family without serious distress.
- adjust more easily to new situations.
- work cooperatively within a daily routine and follow a daily schedule.
- develop attention skills and the ability to follow simple directions.
- begin to show respect for responsibility for personal possessions.
- begin to maintain interest in a play activity without adult encouragement.
- use materials and equipment appropriately.
- ask for assistance when necessary.

III. To guide the development of social skills in a caring and nurturing atmosphere, the children will have the opportunities to...

- participate in group and individual experiences and discussions.
- use appropriate social skills, including "hello," "good-bye," "please" and "thank you."
- begin to interact with peers, take turns and listen while others are speaking.
- begin to play cooperatively.
- respond positively to guidance and direction.

IV. To inspire a developmentally appropriate understanding of God and His love, the children will:

- learn prayers to be said before snack.
- praise God through song, prayer and bible stories.

V. To encourage children to think, reason, question and experiment, developing problem-solving skills and the ability to think critically, the children will:

- listen to literature and poetry for meaning, to lay the foundation for a love of books and reading.
- participate in simple scientific “hands-on” experiences that will arouse and stimulate natural curiosities.
- anticipate the consequences of simple actions.
- use imagination to explore in independent and teacher-directed activities.
- begin to understand and experiment with humor.

VI. To further language development, enhancing receptive and expressive language and vocabulary, the children will have opportunities to...

- recall and describe events and stories.
- listen to, participate in and repeat finger plays, songs, poems and literature.
- improve articulation and begin to use complete sentences.
- play with less adult direction.
- be introduced to a wide range of words in meaningful context.
- know their first and last names, basic body parts and sex.
- modulate their voices for indoor and outdoor activities.

VII. To develop, refine and strengthen small motor and large motor skills:**A. Fine Motor:** The children will be introduced to awareness of left/right progression, finger manipulation and eye-hand coordination by:

- rolling, squeezing, poking and molding play dough.
- finger painting and easel painting.
- coloring and stringing beads.
- manipulating simple puzzles, blocks, toys and clothing.
- imitating finger plays.
- handling crayons and brushes.

B. Gross Motor: The children will strengthen muscles and improve balance and coordination by:

- safely utilizing indoor and outdoor play equipment.
- participating in structured movement experiences.
- practicing rhythm activities.
- playing games requiring movement, balance and coordination.
- strengthening their ability to run, hop, crawl, jump, tip-toe, kick a ball, balance, throw and ride.

VIII. To develop sound health, safety and nutritional practices, the children will:

- be made aware of hazards such as fire and traffic.
- alert teachers and begin to control needs relating to toileting.
- clean spills and put away materials with direction.
- be encouraged to value a healthy diet, adequate exercise and rest, cleanliness and care of teeth.

IX. To foster individual creative expression and appreciation, artistic and musical, the children will:

- be provided with materials that will free them to express feelings and responses that may be difficult to verbalize.
- respond to music by listening, singing, moving, playing, clapping and creating.
- experiment with primary and secondary colors and a variety of artistic textures and tools.

X. Pre-reading, mathematics, social studies and science are presented to Good Shepherd children within a developmentally appropriate framework. Through sensory play children learn about their environment and internalize the concepts and understanding basic to intellectual development. Play, exploration, and carefully designed activities provide opportunities to expand skills in the following areas:

Letters and Language: The children are exposed to colors, shapes, opposites, listening, basic sequencing, and simple classification. They practice following directions, visual and auditory discrimination, phonemic awareness, predicting outcomes and name recognition.

Numbers and Counting: The children are provided with concrete experiences with shapes, numbers, counting, basic sequencing. They experiment with measurement, spatial concepts size and sets. They compare and contrast, and match.

Science: The children will be introduced to observation, experiment and prediction using their senses indoors and out. They learn and review basic facts about plants, animals, weather and the seasons.

Social Studies: The children continue to learn about themselves and their feelings. They explore the family, family roles, peers and the community around them. They begin to understand and respect themselves in relation to others and are exposed to other cultures.

General Schedule

Arrival and Free Play, Circle, Jobs
Outside Play
Bathroom Break
Circle Time
Snack
Rest / Book Time
Project / Free Play
Story Time
Songs / Dismissal

Possible Units

New Friends / School
Holidays and Bible Stories
Family
Seasons
Transportation
Community Helpers
Pets & Animals
Nursery Rhymes

