

# ST. JEROME EARLY CHILDHOOD CENTER

## CURRICULUM GUIDELINES - TWO YEAR OLDS

The developmental milestones outlined below provide an overview of the curriculum emphasized in St. Jerome ECC's two-year-old program. The skills noted are typical, expected outcomes for children at the conclusion of their two year old program. The concepts have been compiled using the following resources for this specific age/developmental level.

- Faith Development – Wee Learn Curriculum- Two Year Olds, Catechesis of the Good Shepherd Toddler Level (infused)
- NAEYC Accreditation & Program Standards (Revised 2006)
- Creative Curriculum for Infants, Toddlers, & Twos
- Florida Early Learning & Developmental Standards (2010)
- Reading With TLC Lively Letters Curriculum (infused)
- Zaner-Bloser Handwriting Readiness Curriculum (infused)

### FAITH FORMATION

#### **A. Faith Development Concepts**

1. Plays, works, and prays happily with others.
2. Develops a sense of awe, wonder, respect, gratitude, and stewardship for God's creation.
3. Develops a sense of community and worship.
4. Knows that God loves, protects, and provides for them.
5. Recognizes that prayer is talking with God.
6. Learns traditional prayers including: the sign of the cross, daily and table prayers.
7. Asks for, listens to, and talks about Bible stories.

### PHYSICAL DEVELOPMENT

#### **A. Gross Motor Development**

1. Shows characteristics of appropriate health and development.
2. Demonstrates advancing balance, control, and coordination.

#### **B. Fine Motor Development**

1. Develops visual abilities to facilitate healthy growth and development.
2. Demonstrates advancing strength, control, and eye-hand coordination.

#### **C. Self-Help**

1. Demonstrates advancing participation in self-care.
2. Participates in basic health and safety routines.

#### **D. Health**

1. Exhibits auditory abilities to facilitate healthy growth and development.
2. Shows characteristics of good oral health.
3. Shows basic physical needs are met.

### APPROACHES TO LEARNING

#### **A. Eagerness and Curiosity**

1. Shows eagerness and curiosity as a learner.

#### **B. Persistence**

1. Spends more time engaging in child-initiated activities and seeks or accepts help when encountering a problem.

**C. Creativity and Inventiveness**

1. Explores the environment with purpose and flexibility.

**SOCIAL AND EMOTIONAL DEVELOPMENT**

**A. Trust and Emotional Security**

1. Forms and maintains secure relationships with others.
2. Responds to the environment.

**B. Self-Regulation**

1. Demonstrates increasing emotional regulation.
2. Demonstrates increasing behavior regulation
3. Demonstrates increasing social problem-solving.

**C. Self-Concept**

1. Forms and maintains mutual relationships with others.
2. Becomes aware of oneself as a unique individual while still connected to others.
3. Demonstrates increasing sense of competence and confidence in growing abilities.

**LANGUAGE AND COMMUNICATION**

**A. Listening & Understanding**

1. Gains meaning through listening.

**B. Communicating & Speaking**

1. Speaks clearly enough to be understood by most listeners.
2. Participates in conversations.

**C. Emergent Reading**

1. Shows growing interest in print and books.
2. Shows motivation to read.

**D. Emergent Writing**

1. Uses scribbles and unconventional shapes to convey messages.
2. Uses more complicated imitative play as symbolic thought processes and mental concepts or pictures are developed.

**COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE**

**A. Exploration & Discovery**

1. Demonstrates discriminating responses to people and objects.
2. Engages in multiple productive relationships.
3. Initiates rich and varied events.

**B. Concept Development & Memory**

1. Demonstrates discriminating responses to people and objects.
2. Engages in multiple productive relationships.
3. Initiates rich and varied events.

**C. Problem-Solving & Creative Expression**

1. Demonstrates discriminating response to people and objects.
2. Engages in multiple productive relationships.
3. Initiates rich and varied events.