

**DIOCESE OF HARRISBURG
KINDERGARTEN CURRICULUM
PERSONAL AND SOCIAL**

Anchor: Use feelings and behaviors appropriately in classroom situations.

OBJECTIVE	MASTERY	TEACHER DEMONSTRATION	SUPPORTIVE PRACTICES AND MINI ASSESSMENTS	SUPPLEMENTARY MATERIALS
Recognize and label feelings, needs, opinions, and wants that are appropriate to the situations.	D	The teacher will: <ul style="list-style-type: none"> • Model genuine, appropriate emotional responses. 	The student will: <ul style="list-style-type: none"> • Name a range of feelings (happy, sad, angry, surprised) and express in different ways how he/she feels. 	
Understand consequences of own behavior and follow rules and routines in classrooms and other settings.	D	<ul style="list-style-type: none"> • Encourage expression of feelings, and supporting learners in managing those feelings. 	<ul style="list-style-type: none"> • Separate feelings from actions. 	
Use materials with purpose, safety, and respect.	D	<ul style="list-style-type: none"> • Respond to learners' non-verbal and verbal cues. 	<ul style="list-style-type: none"> • Control impulsive behavior when frustrated, angry, or excited. 	
Pay attention as required by the task.	D	<ul style="list-style-type: none"> • Promote logical consequences and implement guidance practices that support learner self-control. 	<ul style="list-style-type: none"> • Persist in and completing student initiated and/or teacher directed tasks. 	
Make transitions between activities.	D		<ul style="list-style-type: none"> • Maintain composure when not selected (to answer question, be first in line, play game, etc.). 	
Able to delay personal gratification until appropriate time.	B	<ul style="list-style-type: none"> • Provide activities that support self-control (stop-start games, block play). • Cue learners so they can bring their work to an end prior to transitioning. • Give specific two-step directions with reasonable expectations. • Provide opportunities for learners to express their feelings through play, writing, and/or other artistic representations. • Model and coach the learner in negotiating conflicts with others. 	<ul style="list-style-type: none"> • Use words instead of physical actions when upset. • Move from one activity to another appropriately. • Understand the logical consequences of one's actions. 	

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Anchor: Develop Social Interactions

OBJECTIVE	MASTERY	TEACHER DEMONSTRATION	SUPPORTIVE PRACTICES AND MINI ASSESSMENTS	SUPPLEMENTARY MATERIALS
Trust familiar adults and close peers.	M	<p>The teacher will:</p> <ul style="list-style-type: none"> • Create responsive adult/child relationships. • Arrange the environment so there is space for learners to work together. • Be available to assist and facilitate learners in solving their own conflicts rather than removing a learner and/or the material. • Provide ample materials to support group work and play. • Provide opportunities and encourage group work and play. • Use classroom management strategies and techniques that promote positive behaviors. • Provide opportunities to role-play and practice new social skills. 	<p>The student will:</p> <ul style="list-style-type: none"> • Be able to adapt to new adults in the school setting and ask for help when needed. • Seek out companionship with other children. • Begin to negotiate conflicts, • Re-establish a relationship with others after a conflict. • Work with other children for at least 15 minutes. • Take turns and wait for a turn. • Be aware and sensitive of the wants and needs of others. • Use please and/or thank you appropriately. 	
Enter into and initiate play with peers.	D			
Enjoy playing or working with a variety of children in a number of activities.	D			
Respond with empathy to children who are upset or in need.	D			
Seek help from peers and adults when needed.	M			
Respect the feelings, rights, and belongings of others.	D			
Cooperate in small and large group activities.	D			
Work or play cooperatively with peers for a sustained time.	M			
Take turns in games and tasks.	D			
Share materials when appropriate.	D			
Show increasing abilities to resolve conflicts with peers.	D			
Shows nurturing behaviors through helpfulness to others.	D			

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Anchor: To be able to function independently in the classroom

OBJECTIVE	MASTERY	TEACHER DEMONSTRATION	SUPPORTIVE PRACTICES AND MINI ASSESSMENTS	SUPPLEMENTARY MATERIALS
Choose materials and activities independently.	M	<p>The teacher will:</p> <ul style="list-style-type: none"> • Organize the materials so children can access and return them. • Give support and nurturance when needed but encourage learners to assume responsibility for self-care behaviors. • Provide a safe environment that encourages active learning. 	<p>The student will:</p> <ul style="list-style-type: none"> • Select from activities in the classroom. • Return materials to the shelves when finished. • Go to the bathroom independently when he/she has to go or ask for permission to leave the classroom and go to a bathroom outside the classroom. • Keep track of personal belongings (book-bag, coat, gloves). 	