

DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM

Table of Contents

**COMMUNICATION**

Anchors:

Develop and expand listening and understanding skills..... 5

Communicate ideas, experiences, and feelings for a variety of purposes ..... 6

**LANGUAGE**

Anchors:

Comprehends information from written and oral stories and texts..... 7

Develop an understanding of the sounds of language..... 8

Develop and expand awareness of concepts of print..... 9

Develop book knowledge and appreciation..... 10

**LETTER/WRITING KNOWLEDGE**

Anchors:

Develop increasing understanding of letter knowledge..... 11

Use different forms of writing..... 12

Understand that writing is a way of communicating for a variety of purposes..... 13

## NUMBERS/EARLY MATH CONCEPTS

Anchors:

Learn about numbers, numerical representation, and simple numerical operations.....	14
Understand patterns, relations, and functions.....	15
Develop concepts of space and shape.....	16
Develop and use measurement concepts.....	17

## INTERPRET DATA/PROBLEM SOLVE

Anchors:

Represent and interpret data.....	18
Reason, predict, and problem solve.....	19

## GROSS AND FINE MOTOR

Anchors:

Develop gross motor coordination.....	20
Develop fine motor control.....	21

## HEALTHY PRACTICES

Anchors:

Engage in healthy eating and safe practices.....	22-23
--	-------

## SELF CONCEPT/SOCIALIZATION

Anchors:

Develop self-concept.....	24
Develop self-regulation.....	25
Develop social interactions.....	26
Develop self-care and self-reliance.....	27
Demonstrate initiative and curiosity.....	28
Demonstrate engagement and persistence.....	29

## REASONING/RESPONSIBILITY

Anchors:

Demonstrate reasoning and problem solving skills.....	30
Demonstrate flexibility, risk taking, and responsibility.....	31

## CREATIVE EXPRESSION: ART/MUSIC/MOVEMENT

Anchors:

Demonstrate imagination, creativity and intervention.....	32
Use a variety of visual art forms for creative expression and representation.....	33
Express self through movement and music.....	34
Participate in a variety of dramatic play experiences.....	35

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

**SCIENCE**

Anchors:

Demonstrate understanding of the process of scientific inquiry..... 36

Acquire knowledge about the characteristic of living things..... 37

Acquire knowledge about the physical properties of objects..... 38-39

Acquire knowledge about earth and space..... 40-41

**SOCIAL STUDIES**

Anchors:

Develop an understanding of self within a community..... 42-43

Develop an understanding of past, present, and future..... 44

Develop an understanding of the role of consumers/community helpers..... 45

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Develop and expand listening and understanding skills.</p>	<p><b>The teacher will:</b> Read aloud from a variety of books containing less common vocabulary and more complex concepts.</p> <p>Provide hands-on material to act out and retell stories.</p>	<p><b>The child will:</b> Respond and listen appropriately to books and stories.</p> <p>Follow up to three-step directions (“Put away your book, get your jacket and stand by the door.”)</p>
OBJECTIVES	<p>Model good listening giving children time to think and respond.</p> <p>Label objects or provide pictures to introduce new vocabulary.</p> <p>Use language in everyday activities with children and talk about their actions, thoughts and ideas.</p>	<p>Repeat an instruction to a friend.</p> <p>Match movements and actions to the music and directions in song, poem or finger plays.</p> <p>Use new vocabulary in the context of dramatic play, daily routines and classroom conversations.</p> <p>Use age appropriate interactive software programs.</p> <p>Ask and answer questions that extend own understanding (ex. who, what, where, and why).</p>
<ol style="list-style-type: none"> <li>1. Listen responsively to directions, stories and conversations.</li> <li>2. Follow simple multiple-step directions.</li> <li>3. Understand and recognize communication occurs in different ways including various languages, facial expressions and body language.</li> </ol>		

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Communicate ideas, experiences and feelings for a variety of purposes</p>	<p><b>The teacher will:</b>            Model appropriate and grammatically correct language for children.</p> <p>Ask open-ended questions.</p> <p>Expand on what children say by questioning, adding information, explanations and descriptions.</p>	<p><b>The child will:</b>            Provide and obtain information.</p> <p>Make-up dialogue for role-plays.</p> <p>Initiate, respond to and maintain conversation with peers, teachers, and family members.</p>
OBJECTIVES		
<ol style="list-style-type: none"> <li>1. Speak clearly with an increasing and varied spoken vocabulary.</li> <li>2. Ask and answer relevant questions and share experiences individually in groups and conversations.</li> <li>3. Use verbal and nonverbal language to communicate for a variety of purposes.</li> <li>4. Use a variety of sentence length and structures with increasing competence.</li> <li>5. Modulate voice, volume and intonation.</li> <li>6. Communicate in a variety of both verbal and nonverbal language to include sentence structure and length.</li> </ol>	<p>Invite children to describe objects and events.</p> <p>Engage children in conversation about real experiences and events throughout the daily routine.</p> <p>Provide opportunities for children to connect to personal experiences.</p> <p>Model appropriate inflection, volume and tone while reading.</p> <p>Use different voices for characters in stories being read aloud or told.</p>	<p>Appropriately use voice and tone to portray characters, actions, and events in stories as well as emotions.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Comprehends information from written and oral stories and texts</p>	<p><b>The teacher will:</b> Share many types of literature with the child such as fairy tales, poetry, non-fiction, and fiction.</p> <p>Read books that contain a simple plot, include imaginative accounts, surprise endings and repetition.</p>	<p><b>The child will:</b> Retell familiar stories with flannel board or puppet props.</p> <p>State important facts from informational text.</p>
OBJECTIVES		
<ol style="list-style-type: none"> <li>1. Retell a simple story in sequence using illustrations in a book or literary props.</li> <li>2. Draw connections between both real and make believe events, personal experiences and other books.</li> <li>3. Recognize different tones of stories (ex. happy, sad, excitement).</li> <li>4. Make predictions from what is read, heard or seen in illustrations.</li> </ol>	<p>Provide opportunities for the child to respond to stories in a variety of ways (ex. acting, talking, dancing, and drawing).</p> <p>Provide puppets, dress-up and other props for acting out stories.</p> <p>Have students participate in Read Alouds.</p> <p>Use simple graphic organizers to aid comprehension of texts (ex. sequence cards, Venn diagram, story map).</p> <p>Provide opportunities to compare different books by the same author.</p>	<p>Identify the setting, events, problem and solution of a story in a variety of literature and characters genre.</p> <p>Compare new and familiar books and stories.</p> <p>Participate in shared reading of repetitious or predictable text, photos and pictures.</p> <p>Connect information in books to experiences or other books.</p> <p>Ask and answer questions about the story.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Develop an understanding of the sounds of language (Phonological awareness)</p>	<p><b>The teacher will:</b> Provide opportunities for the child to experiment and play with the sounds that words make through rhymes, nonsense words, poem and music.</p> <p>Provide many opportunities that contain rich language (rhymes, repetition and nonsense words).</p>	<p><b>The child will:</b> Hear and distinguish sounds and words from other sounds and words.</p> <p>Recognize rhyming using words, poems, songs books.</p> <p>Recognize alliterations (mother, Michael, mop).</p>
OBJECTIVES		
<p>1. Demonstrate an understanding and awareness of print to convey meaning (ex. top-bottom, left-right, words, sentences, punctuation, return sweep).</p> <p>2. Recognize and identify letter sounds, word families, segments, blends and rhymes.</p>	<p>Ask children to listen for a target sound (ex. /t/). Have children put “thumbs up” if they hear the /t/ sound or “thumbs down” if they do not hear the /t/ sound.</p> <p>Play rhyming word games like making up new verses to familiar songs or rhymes.</p>	<p>Segment words into syllables (mo--ther, pup-py).</p> <p>Use one-syllable words and separate the initial sound (onset) from the rest of the words (rime) (ex. f- ill, m- ill).</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Develop and expand awareness of concepts of print</p>	<p><b>The teacher will:</b> Provide purposeful and playful exposure to a variety of printed materials, (ex. big books, signs, charts, lists, labels.)</p> <p>Model and explicitly demonstrate how print works (ex. left to right, top to bottom, identify a word, spacing, and return sweep).</p>	<p><b>The child will:</b> Recognize names and variety of environmental print.</p> <p>Demonstrate an understanding of reading by pretending to read by moving eyes and/or pointing with finger from left to right, top to bottom, front to back.</p>
OBJECTIVES		
<p>1. Demonstrate an understanding and awareness of print to convey meaning (ex. top-bottom, left-right, words, sentences, punctuation, return sweep).</p> <p>2. Recognize and identify letter sounds word families, segments, blends and rhymes.</p>	<p>Provide opportunities for children to practice how print works.</p> <p>Draw attention to the title, author, illustrator and cover in a variety of printed material.</p> <p>Support child’s early attempts to write.</p>	<p>Select and name letters from names, book titles and other classroom print.</p> <p>Identify end punctuation in big books, charts, recipes and signs.</p> <p>Write own name with capital and lower case letters.</p> <p>Identify author, illustration and title of books.</p> <p>Participate in interactive reading and writing.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Develop book knowledge and appreciation</p>	<p><b>The teacher will:</b> Read to children daily using predictable text.</p> <p>Provide and expose students to many types of reading material: stories, poetry, alphabet and counting books, wordless picture books, information books, magazines, charts, catalogs, and menus.</p> <p>Provide opportunities daily for children to respond to stories (ex. acting, talking, singing, dancing, creating a picture, writing.)</p> <p>Place appropriate books in each learning area (ex. cookbooks, bedtime story books in the house area, counting and shape books in the block area).</p>	<p><b>The child will:</b> Show a preference for certain topics and books.</p> <p>Use puppets or flannel board to retell a story.</p> <p>“Read” from the front to back.</p> <p>Understand that a book has a title, author and illustrator.</p> <p>Share a book with another child or adult.</p> <p>Tell about the story from the pictures on the cover or in the book.</p> <p>View books in appropriate manner.</p> <p>Show an interest in books by asking and participating in reading activities.</p>
OBJECTIVES		
<p>1. Demonstrate a growing interest in books and stories read aloud.</p> <p>2. Demonstrate an understanding that different forms of text have different purposes and make connections to story events by relating personal experiences (ex. books, signs, lists, charts, menus.)</p>		

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Develop increasing understanding of letter knowledge</p>	<p><b>The teacher will:</b> Provide opportunities and access to trace and create letters with a variety of manipulatives.</p> <p>Provide varied forms of printed materials and props in centers (ex. calendars, menus, labels, photographs with captions, envelopes with printed words).</p> <p>Provide repeated exposure to a variety of alphabet picture books (fiction, nonfiction)</p>	<p><b>The child will:</b> Use letter or word stamps or computer.</p> <p>Listen to and sing along with readings and recordings of ABC books</p> <p>Copy or write letters.</p> <p>Identify letters in own name or names of classmates.</p> <p>Play games using letters.</p>
OBJECTIVES		
<ol style="list-style-type: none"> <li>1. Show progress in associating the names of letters with their shapes and sounds.</li> <li>2. Identify at least 10 letters of the alphabet, especially those in their own name.</li> <li>3. Increase ability to notice the beginning letters in familiar words.</li> </ol>	<p>Use songs, finger plays, rhymes, and chants to teach letters.</p> <p>Use children’s names to provide exposure to letter names.</p> <p>Help children recognize letters in familiar names and letter sounds.</p>	<p>Participate in purposeful and playful exposures to the alphabet. (ex. magnetic letters, letter puzzles, drawing letters in sand, jello, finger paint.)</p> <p>Make alphabet books.</p> <p>Form letter-shaped through movement.</p> <p>Use known letters or approximation of letters to represent written language.</p> <p>Identify letters in personally significant words (ex. “c” is for “cookie”).</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Use different forms of writing</p>	<p><b>The teacher will:</b>            Incorporate activities and materials daily to foster the development of fine motor skills (ex. finger plays, play dough, lacing cards, peg boards, stringing beads).</p> <p>Provide a variety of writing tools and paper.</p>	<p><b>The child will:</b>            Use pictures, drawings and print to represent ideas and convey meaning.</p> <p>Use spacing and punctuation marks or similar approximations.</p> <p>Use letters to write first name and other meaningful words.</p>
OBJECTIVES	<p>Transcribe the child's words.</p> <p>Provide daily opportunities for children to write at their developmental level such as Kid Writing.</p> <p>Write daily for specific purposes (ex. letters, messages, notes, cards) and discuss the purposes with the child.</p> <p>Write, display and point out the child's name often.</p> <p>Provide letters for children to see, feel, and copy.</p>	<p>Experiment with a variety of writing tools and surfaces (ex. pens, markers, pencils, crayons, paints).</p>
<p>1. Use recognizable drawings and scribbles to express thoughts, feelings and ideas.</p> <p>2. Use letter-like forms, letters or random letter strings to express thoughts, feelings and ideas.</p> <p>3. Write own name and other meaningful words.</p> <p>4. Explore letter sounds associations while writing.</p>		

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Understand that writing is a way of communicating for a variety of purposes</p>	<p><b>The teacher will:</b>            Help children to perceive themselves as writers by providing a variety of writing tools and props.</p> <p>Model daily writing process through adult lead language experiences (shared writing and interactive writing).</p> <p>Display examples of writing throughout the classroom.</p> <p>Incorporate writing into daily classroom routines.</p>	<p><b>The child will:</b>            Use letter like shapes, symbols, letters and words to convey meaning.</p> <p>Model behavior of writers and indicate an interest in writing.</p> <p>Generate ideas for a story of shared writing.</p> <p>Dictate ideas, thought and feelings to an adult through journaling and creating classroom books.</p> <p>Write to communicate with others through notes, birthday cards and letters.</p> <p>Write in a variety of settings.</p>
OBJECTIVES		
<p>1. Understand that writing serves a variety of purposes.</p>		

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Learn about numbers, numerical representation, and simple numerical operations</p>	<p><b>The teacher will:</b> Teach children counting songs.</p> <p>Provide books on numbers and counting.</p>	<p><b>The child will:</b> Use fingers and manipulatives when counting.</p>
OBJECTIVES		
<ol style="list-style-type: none"> <li>1. Use counting and numbers as part of play and for determining quantity.</li> <li>2. Count up to ten objects with emerging one-to-one correspondence.</li> <li>3. Understand number concepts, vocabulary, quantities and written numerals.</li> <li>4. Use language to compare numbers of objects with vocabulary such as more, less, greater than, fewer, equal to.</li> <li>5. Develop increased abilities to combine, separate and name “how many” concrete objects.</li> <li>6. Use ordinal numbers to describe the position of objects.</li> <li>7. Begin to solve problems using numbers.</li> </ol>	<p>Provide a variety of counting manipulatives.</p> <p>Model strategies to help children keep track of what they are counting. 1-to-1</p> <p>Provide daily opportunities for the child to count and recount objects.</p> <p>Use number words and numerals, including zero, in everyday situations.</p> <p>Play number recognition games.</p> <p>Provide experiences with numbers through daily routines such as attendance and calendar.</p> <p>Use materials and model math language to add/subtract objects.</p> <p>Encourage children to compare relationships between quantities.</p>	<p>Use concrete objects to represent quantities up to and including 5.</p> <p>Use concrete objects to demonstrate one to one correspondence up to and including 5.</p> <p>Identify the numbers 0-5.</p> <p>Count to 20 (rote counting).</p> <p>Use concrete objects to build vocabulary of more and less.</p> <p>Group objects into equal groups up to and including 5.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Understand patterns, relations and functions</p>	<p><b>The teacher will:</b> Help children recognize and describe attributes.</p> <p>Provide many types of materials for sorting and classifying.</p>	<p><b>The child will:</b> Sort manipulatives and other objects by attributes (color, shape, size, function).</p> <p>Identify different attributes of objects (ex. smaller, larger size, shape).</p>
OBJECTIVES		
<p>1. Recognize how things are alike (comparisons) and identify objects that belong together (classification).</p> <p>2. Sort, categorize, classify and order objects by one attribute, or by more than one attribute.</p> <p>3. Order objects by properties (ex. from small to large, lightest to darkest).</p> <p>4. Explain why and how objects are organized.</p> <p>5. Recognize, describe and extend patterns.</p>	<p>Help children with opportunities to sort, categorize, classify and order items in their environment.</p> <p>Draw children’s attention to various patterns in their environment, “I see a pattern on your shirt, blue stripe, red stripe, blue stripe.”</p> <p>Describe the patterns children have created in their artwork and play, “I see you made a pattern with the blocks, long block, short block, long block,”</p> <p>Demonstrate simple patterns.</p> <p>Have children create and recreate patterns using manipulatives.</p> <p>Help the child recognize and describe sequences in daily routines and in stories.</p>	<p>Notice patterns in the environment; predict what comes next.</p> <p>Anticipate the pattern in a repetitive book, poem or song (ex. “Brown Bear, Brown Bear”).</p> <p>Reproduce patterns using concrete objects.</p> <p>Recognize same and different in a group of familiar objects.</p> <p>Collect objects on walks then sort by attribute.</p> <p>Clap out rhythmic patterns, such as clap-clap- snap, clap-clap-snap.</p> <p>Create musical patterns.</p> <p>Create patterns with art materials.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Develop concepts of space and shape</p>	<p><b>The teacher will:</b> Talk about geometric shapes in the environment and in children’s play.</p> <p>Describe spatial relationships you observe as children play. “You are putting the baby in the cradle.”</p> <p>Use shapes for classroom materials.</p> <p>Provide books about geometric shapes.</p> <p>Provide shape templates, puzzles, attribute blocks and pattern blocks in centers.</p> <p>Provide experiences in making shapes with play dough, geo boards, popsicle sticks, and pattern blocks.</p> <p>Use music and movement experiences to explore different positions in space.</p>	<p><b>The child will:</b> Recognize two-dimensional shapes.</p> <p>Build with geometric shaped concrete objects in play.</p> <p>Make shapes using concrete objects.</p> <p>Recognize common geometric shapes in real life.</p> <p>Follow directions that use positional words (ex. in, on, under, over, next, to, between, beside, above, below, front, back).</p> <p>Use positional words in play.</p> <p>Create symmetrical figures using Legos, pattern blocks.</p> <p>Use geo boards to create shapes with rubber bands.</p>
OBJECTIVES		
<ol style="list-style-type: none"> <li>1. Recognize, name, describe, build, draw and compare shapes.</li> <li>2. Determine whether or not two shapes are the same size and shape.</li> <li>3. Recognize geometric shapes in books, artwork, and the environment.</li> <li>4. Understand directionality, order, and positions of objects using position words.</li> <li>5. Show an awareness of symmetry.</li> </ol>		

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Develop and use measurement concepts</p>	<p><b>The teacher will:</b> Show children how to measure with nonstandard items, “The shelf is 6 blocks long.</p> <p>Use open ended questions, “I wonder how many cups of sand this bowl will hold?”</p>	<p><b>The child will:</b> Select non-standard items to measure objects (ex. hands, shoe lengths, yarn and blocks).</p> <p>Identify clocks for telling time, thermometers for telling the temperature.</p>
OBJECTIVES		
<p>1. Demonstrate awareness of measurement attributes (length, volume, weight, area, time and temperature).</p> <p>2. Compare attributes such as length (shorter-taller), size (bigger-smaller), weight (heavier-lighter).</p> <p>3. Use standard and non-standard measures in everyday situations.</p>	<p>Provide measuring tools such as clocks, rulers, scales, thermometers, timers, and measuring cups for children to explore.</p> <p>Provide weighing and balancing activities using scales.</p> <p>Provide experiences with play money, price tags, cash registers and clocks.</p> <p>Provide cooking experiences.</p> <p>Provide recipes, recipe books and measuring cups and spoons in the kitchen area.</p> <p>Use a weekly calendar, indicating special days, birthdays and use terms such as yesterday, today or tomorrow.</p>	<p>Use standard measuring items to explore measurement (ex. ruler, yardstick, measuring tape).</p> <p>Describe the daily routine.</p> <p>Anticipate what happens next in the daily schedule.</p> <p>Relate sequence of events from classroom or home experiences.</p> <p>Use measuring cups and spoons during cooking activities.</p> <p>Label times of day as morning and night time.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p><b>Represent and interpret data</b></p>	<p><b>The teacher will:</b> Create graphs of the collections found in the classroom.</p>	<p><b>The child will:</b> Make tally marks under “yes” and “no” on a clipboard while doing a survey of what the group prefers for snack.</p>
<b>OBJECTIVES</b>	<p>Provide graphing experiences such as recording the weather.</p> <p>Use graphing as an extension of themes in science and literature.</p> <p>Provide experiences with different types of graphs (real objects, pictographs, photographs, vertical and horizontal bar graphs).</p>	<p>Draw a picture of each object that floats and each object that sinks after testing them at the water table.</p> <p>Organize and display objects on a graph, (ex. number of people who have sisters, kinds of vehicles in the parking lot).</p> <p>Discuss data from everyday events and predict what will happen next.</p> <p>Make predictions based on questions posed by adults.</p> <p>Look at the organization of data on a graph they helped to create and discuss what they observe (There were more cars than trucks.)</p> <p>Participate in discussion using information from child created graphs and charts.</p>
<ol style="list-style-type: none"> <li>1. Gather information about themselves and their surroundings.</li> <li>2. Contribute data for simple graphs.</li> <li>3. Organize and display data on graphs using object and pictures.</li> <li>4. “Read” and interpret displays of data using words to compare (ex. quantity, size, speed, and weight).</li> </ol>		

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
Reason, predict and problem solve	<p><b>The teacher will:</b> Use open-ended questions to encourage problem solving.</p>	<p><b>The child will:</b> Ask questions to clarify problems (“Will the new cage be big enough for the hamster?”)</p>
OBJECTIVES		
<ol style="list-style-type: none"> <li>1. Make predictions based on observations and information.</li> <li>2. Use simple strategies to problem solve.</li> <li>3. Tell others how to solve a problem.</li> <li>4. Understand that there is more than one way to solve a problem.</li> <li>5. Develop the ability to compare/contrast solution strategies.</li> <li>6. Use the language of mathematics to express mathematical ideas.</li> </ol>	<p>Describe problem-solving strategies.</p> <p>Draw attention to problem solving situations within the classroom environment.</p> <p>Provide planned opportunities for children to predict in naturally occurring activities.</p>	<p>Solve problems by guess and check, using concrete objects (ex. figure out how many napkins are needed for snack).</p> <p>Estimate whether there are enough blocks to build a road.</p> <p>Make observation and ask “Why?”</p> <p>Solve problems through trial and error.</p> <p>Find more than one solution to a problem, task or question.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<b>Develop gross motor coordination</b>	<p><b>The teacher will:</b> Provide space and opportunity for children to walk, run, and climb every day.</p>	<p><b>The child will:</b> Engage in large motor activities such as marching, hopping, running, jumping.</p>
<b>OBJECTIVES</b>		
<ol style="list-style-type: none"> <li>1. Demonstrate control of large body movements</li> <li>2. Exhibit developing balance, strength and stamina.</li> <li>3. Demonstrate spatial awareness.</li> <li>4. Demonstrate coordination of body movements.</li> <li>5. Combine large motor movements with the use of equipment.</li> <li>6. Combine a sequence of large motor skills.</li> <li>7. Perform a variety of movement skills alongside and with a partner.</li> <li>8. Engage in physical activity.</li> </ol>	<p>Provide opportunities for children to engage in gross motor activities indoors, such as dancing and moving to music.</p> <p>Introduce motor games and songs such as “Hokey Pokey” or Simon Says.”</p> <p>Include large motor activities during transitional times, such as “hop to the table” or jump five times while waiting.”</p>	<p>Climb stairs using alternating feet.</p> <p>Use outdoor gross motor equipment.</p> <p>Bounce, kick, throw, catch and roll a ball.</p> <p>Play simple group games like “Simon Says”.</p> <p>Participate in an obstacle course where he/she goes through tunnels, over or under equipment.</p> <p>Join in movement games such as “Head, Shoulders, Knees and Toes.”</p> <p>Perform motions to songs like wiggle fingers, wiggle toes or freeze.</p> <p>Use props such as scarves or hoops to dance to music.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Develop fine motor control</p>	<p><b>The teacher will:</b> Provide sensory experiences such as water and sand play where children can pour, fill and empty.</p>	<p><b>The child will:</b> Manipulate play dough/clay by squeezing, pounding, rolling.</p>
<b>OBJECTIVES</b>	<p>Include a variety of sand and water toys such as turkey baster, pitchers, measuring cups and spoons, egg beaters, and buckets.</p> <p>Provide a variety of art and writing materials and experiences that offer manipulative experiences.</p> <p>Establish a manipulative learning area.</p> <p>Include finger plays and songs with hand motions.</p> <p>Support children’s attempts to fasten clothing, zippers, buttons and snaps.</p> <p>Provide opportunities for children to actively participate in food preparation, such as spreading and pouring.</p>	<p>Use tongs or tweezers to pick up objects.</p> <p>Tear paper.</p> <p>Act out finger plays and songs, using hands and fingers.</p> <p>Use scissors to cut.</p> <p>Hold pencils, crayons and markers in a functional grasp.</p> <p>String beads or noodles onto yarn or string.</p> <p>Manipulate pegs into a pegboard.</p> <p>Build with small blocks/legos.</p> <p>Complete simple puzzles.</p> <p>Complete self-help skills (ex. zipping, snapping, buttoning).</p> <p>Pour water or sand.</p>
<ol style="list-style-type: none"> <li>1. Demonstrate control, strength and dexterity to manipulate objects.</li> <li>2. Demonstrate spatial awareness.</li> <li>3. Demonstrate eye-hand coordination.</li> <li>4. Demonstrate increasing control with writing and drawing implements.</li> </ol>		

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Engage in healthy and safe practices</p>	<p><b>The teacher will:</b> Check the environment daily to ensure that healthy and safe practices are followed.</p> <p>Include time in the daily schedule for completion of routines as a way of building self-help skills.</p>	<p><b>The child will:</b> Seek adult assistance when injured or feeling ill.</p> <p>Identify basic feelings.</p> <p>Identify potential hazards at home, school and the community.</p>
OBJECTIVES		
<ol style="list-style-type: none"> <li>1. Demonstrate positive body image.</li> <li>2. Demonstrate good hygiene.</li> <li>3. Demonstrate basic disease prevention skills.</li> <li>4. Demonstrate an awareness of healthy lifestyle practice.</li> <li>5. Understand the roles of health care and safety providers.</li> </ol>	<p>Plan for and include children in transitions.</p> <p>Survey the classroom to make sure the space is child-friendly.</p> <p>Acknowledge children’s feelings during conversations.</p> <p>Model, demonstrate and assist children with self-help skills such as washing hands, toileting and putting away toys.</p> <p>Label shelves and toy baskets so clean up can be independent.</p>	<p>Cover nose and/or mouth when coughing or sneezing, use tissue to wipe nose, hand-wash after using the bathroom or wiping nose.</p> <p>Demonstrate hand-washing skills.</p> <p>Use the toilet independently.</p> <p>Explain the role of doctors, nurses and dentists in our lives.</p> <p>Engage in doctor/nurse play.</p> <p>Identify healthy and non-healthy foods.</p> <p>Try new foods.</p> <p>Recognize similarities/differences in food types (ex. apples, strawberries).</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Healthy and safe practices (continued)</p>	<p><b>The teacher will:</b> Provide opportunities that allow children to practice buttons, snaps and zippers!</p> <p>Review safety rules before taking walks, playing on the playground or transitioning inside.</p>	<p><b>The child will:</b> Identify basic body parts.</p> <p>Return toys to appropriate locations after play.</p> <p>Put on coat, hat, mittens and shoes.</p>
OBJECTIVES		
<p>6. Demonstrate increasing responsibility for self-help tasks.</p> <p>7. Identify and avoid risk taking practices.</p> <p>8. Recognize and follow basic safety rules.</p> <p>9. Exhibit knowledge about foods and nutrition.</p> <p>10. Demonstrate awareness of good nutritional practices.</p>	<p>Model healthy eating habits, including sitting at the table during meals.</p> <p>Serve a variety of nutritional foods and talk about their value.</p> <p>Include discussions about health care workers. Invite visitors to demonstrate their jobs.</p> <p>Talk with children about harmful objects and substances.</p> <p>Talk with children about the importance of stranger safety.</p>	<p>Identify unsafe practices such as playing with matches, crossing streets without looking or talking to strangers.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
Develop self-concept	<p><b>The teacher will:</b> Provide caring, nurturing, and accepting environment for children.</p> <p>Refer to the child by name.</p>	<p><b>The child will:</b> Refer to self as “I”.</p> <p>Choose activities, select materials, and carry out tasks.</p>
OBJECTIVES	<p>Display child’s art work at child’s eye level.</p> <p>Write child’s name on all pictures.</p> <p>Give the child opportunities for autonomy and self-direction.</p> <p>Provide time for one on one conversation.</p> <p>Be supportive when children want to try something new.</p> <p>Provide encouragement and praise efforts.</p> <p>Create an environment that encourages independence.</p>	<p>Participate in self-care activities (putting on clothes, pouring water, zipping jacket).</p> <p>Move away from adult to play alone; checking back as needed.</p> <p>Separate easily from parents when in familiar settings.</p> <p>Ask adult to look at what he/she had created.</p>
<p>1. Is aware of self and one’s own preference and gender.</p> <p>2. Show independence in a wide range of activities.</p> <p>3. Know and state independent thoughts and feelings.</p> <p>4. Attempt new experience with confidence and independence.</p> <p>5. Show pride in accomplishments.</p>		

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
Develop self-regulation	<p><b>The teacher will:</b> Use non-verbal and verbal interactions that are congruent with feelings.</p> <p>Model genuine, appropriate emotional responses.</p>	<p><b>The child will:</b> Name a range of feelings.</p> <p>Recognize facial expressions that reflect those feelings.</p>
OBJECTIVES		
<ol style="list-style-type: none"> <li>1. Recognize and label feelings.</li> <li>2. Express feelings, needs, opinions, and wants that are appropriate to the situation.</li> <li>3. Follow rules and routines in classroom and other settings.</li> <li>4. Use materials with purpose, safety and respect.</li> <li>5. Pay attention as required by the task.</li> <li>6. Make transitions between activities.</li> <li>7. Follow adult directions.</li> <li>8. Wait before acting in required situations.</li> </ol>	<p>Encourage open expression of feelings.</p> <p>Respond to child’s non-verbal and verbal cues.</p> <p>Use logical consequences and guidance practices that support self-control. (“As soon as you clean up, you can go outside” rather than “You didn’t clean up so you can’t go outside.”)</p> <p>Provide activities that support self-control. (stop-start games).</p> <p>Provide ample time to signal transition time. (ex. use sand timer to show 2 more minutes before play time is over).</p> <p>Give clear directions with expectation that children will comply.</p>	<p>Begin to recognize when they experience these feelings.</p> <p>Begin to tell others how he/she feels.</p> <p>Separate feelings from actions.</p> <p>Develop self-control (with adult support).</p> <p>Complete activities that he/she has started.</p> <p>Move from one activity to another with adult support.</p> <p>Respond to adult requests or enters into conversation about the request.</p> <p>Express feelings through play and artistic representation.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<b>Develop social interactions</b>	The teacher will: Create nurturing adult-child relationships.	<b>The child will:</b> Separate from parents when in familiar settings.
<b>OBJECTIVES</b>		
1. Trust familiar adults and close peers.	Use eye contact and body proximity to give children support when needed.	Ask for help when needed.
2. Joins and initiates play with peers.		
3. Enjoys playing with at least one specific child in a variety of activities.	Provide consistency and predictability in daily routines, environment & staff.	Seek out companionship from another child.
4. Respond with empathy to children who are upset and in need.	Engage in joint activities with children.	Begin to be able to share materials with other children.
5. Seek help from peers and adults.	Arrange the environment so that children can work together on activities.	Re-establish a relationship with others after a conflict.
6. Respect the feelings, rights and belongings of others.	Help children resolve conflicts rather than removing the child or the toy.	Use multiple strategies for getting what he/she needs.
7. Cooperate in small and large groups.	Provide duplicate materials (trucks, phones) so children can play together.	Role-play with other children for at least 10 minutes.
8. Play cooperatively with 2-3 peers for a sustained time.	Set aside large blocks of uninterrupted time for child-directed play.	Take turns and wait for a turn.
9. Take turns in games and tasks.		
10. Share materials when appropriate.		
11. Resolve conflicts with peers with increasing skill.		Be attuned to the wants and needs of others.

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p><b>Develop self-care and self-reliance</b></p>	<p><b>The teacher will:</b> Organize the materials so children can access and return items independently.</p> <p>Give support when needed.</p>	<p><b>The child will:</b> Select from activities in the classroom</p> <p>Return materials to the shelves when finished.</p>
OBJECTIVES	<p>Provide a safe environment that encourages exploration.</p>	<p>Put on jacket.</p> <p>Tell adults when he/she has to go to the bathroom.</p> <p>Stay within safe boundaries.</p> <p>Check in with adults when he/she thinks something is not safe.</p>
<ol style="list-style-type: none"> <li>1. Choose materials and activities independently.</li> <li>2. Put away materials on own.</li> <li>3. Show increasing self-reliance in self-care activities. (ex. toileting, grooming, dressing, eating).</li> <li>4. Recognize situations that are unsafe and behave accordingly.</li> </ol>		

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p><b>Demonstrate initiative and curiosity.</b></p>	<p><b>The teacher will:</b> Enhance learning centers and group activities to attract child participation and enhance learning.</p>	<p><b>The child will:</b> Independently choose to participate in learning centers including some new experiences.</p>
OBJECTIVES	<p>Provide a classroom with clearly defined interest areas and labeled materials that invite children to explore and discover.</p> <p>Provide new materials, photographs, art work, music to stimulate experiences, knowledge, and interest.</p> <p>Ask open-ended questions.</p> <p>Provide materials/activities appealing to a variety of senses and learning styles for individuals, small groups and larger group experiences.</p>	<p>Independently choose new and different materials.</p> <p>Volunteer to share new ideas and experiences.</p> <p>Initiate movement and play during free choice times indoors and outside.</p>
<ol style="list-style-type: none"> <li>1. Choose to participate in an increasing variety of experiences.</li> <li>2. Make independent choices.</li> <li>3. Demonstrate eagerness to learn about and discuss a growing range of topics, ideas and tasks.</li> <li>4. Use multiple strategies incorporating all available senses to explore and learn from the environment.</li> </ol>		

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Demonstrate engagement and persistence</p>	<p><b>The teacher will:</b> Encourage and facilitate planning and follow through.</p> <p>Ask open-ended questions to encourage and develop projects.</p>	<p><b>The child will:</b> Initiate, follow through, and complete play activities and projects.</p> <p>Plan, develop, follow through and complete art/craft projects.</p>
OBJECTIVES		
<p>1. Show persistence in ability to complete a variety of tasks, activities, projects and experiences.</p> <p>2. Demonstrate capacity to maintain concentration despite distractions and interruptions.</p>	<p>Record plans to facilitate follow through and recall of steps/progress.</p> <p>Anticipate possible next step encouraging progress if necessary.</p> <p>Motivate child’s creativity.</p>	

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p><b>Demonstrate reasoning and problem solving skills</b></p>	<p><b>The teacher will:</b>            Help children learn how to function in a group, relate positively to others and solve problems peacefully.</p> <p>Provide a variety of materials and situations to support experience with cause and effect and problem solving.</p>	<p><b>The child will:</b>            Predict outcomes in stories, to “what if” questions.</p> <p>Engage in problem solving in a variety of key areas.</p>
OBJECTIVES		
<ol style="list-style-type: none"> <li>1. Demonstrate a growing ability to predict possible outcomes related to cause and effect.</li> <li>2. Find more than one solution to a question, task or problem.</li> <li>3. Seek and/or accept help from others when encountering a problem.</li> <li>4. Recognize and solve problems through observation, trial and error, and interactions and discussions with peers and adults.</li> <li>5. Classify, compare and contrast objects, events and experiences.</li> </ol>	<p>Recognize children who support others in problem solving.</p> <p>Read stories which include problem solving, helping others, and multiple problem solving skills.</p> <p>Teach cause and effect/reasoning vocabulary (ex. if, when, after, before, next, what if, then and/or).</p> <p>Allow children to solve problems independently whenever possible and safe.</p> <p>Use open-ended questions to encourage classification, sorting, comparisons, problem solving.</p>	<p>Explain multiple strategies to solve problems.</p> <p>Solve an increasing number of problems independently in play and living situations.</p> <p>Demonstrate ability to classify, compare, and contrast.</p> <p>Use an increasing number of details and more realistic representations.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p><b>Demonstrate flexibility, risk taking and responsibility</b></p>	<p><b>The teacher will:</b> Ask “what if” questions in play situations, while reading stories.</p> <p>Ask “why” questions about potentially dangerous situations using pictures, stories, and puppets.</p> <p>Accept individual differences in children’s willingness to try new experiences.</p> <p>Use pair learning experiences to extend skills and experiences.</p>	<p><b>The child will:</b> Identify and explain dangerous and inappropriate risk taking.</p> <p>Demonstrate willingness to try an increasing number of new experiences.</p> <p>Volunteer/take part in discussions and other new learning activities.</p> <p>Initiate own learning and play experiences.</p>
OBJECTIVES		
<ol style="list-style-type: none"> <li>1. Demonstrate increasing ability to differentiate between appropriate and inappropriate (or dangerous) risk-taking.</li> <li>2. Demonstrate willingness to choose a variety of familiar and new experiences.</li> <li>3. Accept responsibility for learning through active participation verbally or nonverbally.</li> </ol>		

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

<b>ANCHOR</b>	<b>SUPPORTIVE PRACTICES</b>	<b>ASSESSMENTS</b>
<p>Demonstrate imagination, creativity and intervention</p>	<p><b>The teacher will:</b> Provide blocks of playtime and center/play-based learning opportunities and environments.</p> <p>Provide new materials and props in all centers and aspects of the environment to stimulate and extend learning, exploration, imagination, and creativity.</p>	<p><b>The child will:</b> Use a variety of materials to explore and express ideas and emotions.</p> <p>Use and create props during dramatic play activities.</p>
<p><b>OBJECTIVES</b></p>		
<p>1. Approach tasks and experiences with increased flexibility, imagination and inventiveness.</p> <p>2. Use or combine materials/strategies in innovative ways to explore and solve problems.</p>	<p>Read/tell stories about real people who show their use of imagination, creativity, and invention.</p>	<p>Describe “creations” when asked to tell about art work, block structures, and other creative work.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Use a variety of visual art forms for creative expression and representation</p>	<p><b>The teacher will:</b> Provide children with opportunities to explore a variety of art materials and tools.</p> <p>Make art materials accessible to children throughout the day.</p>	<p><b>The child will:</b> Use a variety of materials such as paint, crayons, pencils, markers, play dough.</p> <p>Manipulate materials in a variety of ways pounding, squeezing, cutting and rolling.</p>
OBJECTIVES		
<ol style="list-style-type: none"> <li>1. Show curiosity and explore visual materials and activities.</li> <li>2. Demonstrate the ability to represent experiences, thoughts and ideas through the use of visual art forms.</li> <li>3. Select different media to express emotions and ideas.</li> <li>4. Show care and persistence in a variety of art projects.</li> </ol>	<p>Provide opportunities for children to use 3-dimensional materials such as clay, play dough or wood.</p> <p>Encourage children to use materials for individual expression of feelings or thoughts.</p> <p>Allow for individual and group projects to extend over a period of several days.</p> <p>Relate art expressive activities to other classroom experiences.</p> <p>Encourage children to talk about their artwork.</p> <p>Display children’s art throughout the classroom.</p>	<p>Draw artwork to explore and extend topics being studied in the classroom.</p> <p>Draw/paint a picture of a pet or family member.</p> <p>Use art media to create art without a model.</p> <p>Draw a picture using different colors.</p> <p>Use a growing number of details in representations and make increasingly more realistic representations.</p> <p>Use line, shape, form, color, texture, design and pattern.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESS, EMTS
<p>Express self through movement and music</p>	<p><b>The teacher will:</b> Provide large and small group activities that focus on movement and music participation.</p> <p>Provide opportunities for children to explore a variety of musical instruments.</p>	<p><b>The child will:</b> Participate in teacher-guided movement activities.</p> <p>Initiate movement and music activities (select musical instruments during free choice time or spontaneously sing songs).</p>
OBJECTIVES		
<ol style="list-style-type: none"> <li>1. Express self through movement.</li> <li>2. Respond to different forms of music.</li> <li>3. Demonstrate the ability to move through music.</li> </ol>	<p>Play a variety of music types for listening and for participation.</p> <p>Call attention to the varying changes and styles in music as children are listening.</p> <p>Encourage children to be creative during singing by changing words or song endings.</p> <p>Create opportunities for children to express themselves to a variety of music forms through dance or body movements.</p> <p>Introduce children to a variety of songs, finger plays and rhymes.</p> <p>Provide a variety of props for musical expression such as rhythm sticks, hoops and scarves.</p>	<p>Respond to changes in tempo, rhythm and pitch.</p> <p>Dance to different types of music such as jazz, classical and ethnic.</p> <p>Explore rhythm instruments from different cultures.</p> <p>Sing familiar songs, chants and finger plays.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Participate in a variety of dramatic play experiences</p>	<p><b>The teacher will:</b> Create situations where children can role-play familiar roles or situations such as home living, grocery stores, fast food restaurants, etc.</p>	<p><b>The child will:</b> Differentiate between real and pretend.</p> <p>Imitate roles of people, animals or objects observed in the child’s life experiences.</p>
OBJECTIVES		
<ol style="list-style-type: none"> <li>1. Represent fantasy and real-life experiences through pretend play.</li> <li>2. Show imagination and creativity in play.</li> <li>3. Participate in teacher-guided dramatic activities (acting out a story).</li> <li>4. Express own ideas through dramatic play activities.</li> <li>5. Engage in cooperative pretend play with another child.</li> </ol>	<p>Develop teacher-guided dramatic activities such as acting out a story.</p> <p>Encourage role-play problem-solving of classroom situations.</p> <p>Provide clothing materials and props that facilitate make-believe play.</p> <p>Talk with children about real and pretend situations, helping them to understand the difference.</p> <p>Provide opportunities for children to role-play or create pretend situations with peers in small groups.</p>	<p>Assume the role of familiar person or thing and uses appropriate language to represent it.</p> <p>Act out roles from observations of life experiences (doctor, mother, baby)</p> <p>Use props or costumes during dramatic play activities.</p> <p>Create props from available materials, either realistic or symbolic (stick becomes a wand).</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Demonstrate understanding of the process of scientific inquiry</p>	<p><b>The teacher will:</b> Provide tools for exploration, including magnifying glass, magnets, microscope, color paddles, tweezers, eye droppers, scale and light table.</p> <p>Display materials for comparison and exploration such as rocks, stones, seedpods, nests, pinecones, fossils, feathers.</p> <p>Ask questions about discoveries made while playing such as “How did you get that block to say up there?”</p> <p>Support children’s active exploration by encouraging them to use their senses to discover information.</p> <p>Collect, describe and record information through discussion, charts and drawings.</p> <p>Encourage children to document discoveries through drawings, stories, photos, graphs, and journals.</p>	<p><b>The child will:</b> Investigate new materials and displays.</p> <p>Ask questions about their observations.</p> <p>Collect objects during a walk, noticing similarities and differences.</p> <p>Use senses to observe, explore and gather information (“This feels soft.”)</p> <p>Respond to “what if” questions.</p> <p>Use various tools to explore materials.</p> <p>Predict what might happen next, such as color made after mixing two colors.</p> <p>Make comparisons and sort objects based on attributes.</p> <p>Participate in sink and float experiments.</p> <p>Taste and describe a variety of foods.</p> <p>Use language such as freeze/melt, sink/float, liquid/solid.</p> <p>Make observational drawings and charts.</p>
OBJECTIVES		
<ol style="list-style-type: none"> <li>1. Show curiosity by asking questions and seeking information.</li> <li>2. Collect, describe and record information.</li> <li>3. Use tools and equipment to explore objects.</li> <li>4. Make and verify predictions.</li> <li>5. Compare, contrast and classify objects and data.</li> <li>6. Participate in scientific investigations.</li> </ol>		

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
Acquire knowledge about the characteristics of living things	<p><b>The teacher will:</b> Add live animals and plants (non-poisonous), along with models, including stuffed animals, plastic insects, dinosaurs and plants, and posters.</p>	<p><b>The child will:</b> Notice changes in plants or animals such as beans sprouting, plants growing tall, animal’s fur thickening.</p>
OBJECTIVES	<p>Display ant hills, butterfly gardens, bird feeders or worm farms for observation and/or documentation through pictures, charts and words.</p> <p>Read books about life cycles, plants and animals.</p> <p>Take nature walks, encouraging children to observe changes in plants and animals they see.</p> <p>Set up area in the room for exploration of items such as rocks, seeds or seashells.</p> <p>Plant seeds with children and put on the windowsill to watch them grow.</p>	<p>Sort objects by living and non-living, such as rock to plant; dog to doll.</p> <p>Sort objects by size, shape and texture, such as rocks or seeds.</p> <p>Sort pictures by plant and animal.</p> <p>Describe basic needs for all living things.</p> <p>Understand what care is required for pets.</p> <p>Observe the effect of darkness and light on growing plants.</p>
<p>1. Recognize the differences between living and nonliving things.</p> <p>2. Notice changes in living things over time.</p> <p>3. Understand that plants and animals have life cycles.</p> <p>4. Notice similarities and differences in plants and animals.</p>		

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p><b>Acquire knowledge about physical properties of objects</b></p>	<p><b>The teacher will:</b>            Rotate items in the sand/water table to include water, feathers, rice, soil, sand.</p> <p>Include different types of blocks for children to manipulate.</p>	<p><b>The child will:</b>            Use a variety of block types.</p> <p>Participate in sand and water activities.</p> <p>Discuss what makes things run, operate, or move.</p>
<p><b>OBJECTIVES</b></p>	<p>Include opportunities to make ramps and inclines in block area.</p> <p>Display small materials for children to investigate with a magnifying glass.</p> <p>Display simple machines for use during play, including cash register, wind-up toys, and gears.</p> <p>Encourage the use of classroom tools such as pencils, scissors or silverware.</p> <p>Add a workbench area where children can experiment with tools.</p> <p>Experiment with ice cubes to observe them melt; then re-freeze.</p>	<p>Explore a variety of tools such as magnets, magnifying glasses, mirrors, pulleys, kaleidoscopes or prisms.</p> <p>Use a variety of classroom tools such as pencils, scissors and CD players.</p> <p>Use a scale to determine which item weighs more.</p> <p>Describe objects according to size, shape or color.</p> <p>Match things during tasting, smelling: listen to environmental sounds.</p> <p>Demonstrate understanding of fast, and slow, back and forth.</p>
<p>1. Explore, identify and describe changes that occur over time.</p> <p>2. Use five senses to explore world.</p> <p>3. Experiment with the effect of their own actions on objects.</p>		

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Acquire knowledge about the physical properties of objects (continued)</p>	<p><b>The teacher will:</b>            Determine which items dissolve in water; which items sink or float.</p> <p>Display books that illustrate characters using their senses for exploration.</p> <p>Refer children to age appropriate books that demonstrate exploration of objects or material.</p> <p>Encourage children’s use of active media such as computer, as a supplement to active, hands-on activities during free play.</p> <p>Create a listening center where children can use a CD player independently or with help.</p> <p>Create classroom books, helping children use staplers, hole punchers, and tape to put them together.</p>	<p><b>The child will:</b>            Chart observations of tools such as temperature changes or which objects are repelled or attracted by magnets.</p> <p>Make ramps with blocks and observe cars’ speed as they go down the track.</p> <p>Use kites, flags, streamers or pinwheels to observe the wind.</p> <p>Recognize that different objects make different sounds, such as drums, make low tones and bells make high tones.</p> <p>Describe objects in a sensory box.</p> <p>Use writing tools and discuss their differences, such as pencils, markers, and crayons.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Acquire knowledge about the earth and space</p>	<p><b>The teacher will:</b> Take children on nature walks to point out changes in the seasons such as leaf color or flowers blooming.</p>	<p><b>The child will:</b> Use vocabulary to describe features of the earth, such as rocks, soil, air.</p>
<p><b>OBJECTIVES</b></p>	<p>Talk about clothing changes that are appropriate for the weather and add samples to the dramatic play area.</p>	<p>Recognize and describe basic landforms such as hills, mountains, rivers.</p>
<p>1. Understand changes in the environment, including weather and seasonal changes.</p>	<p>Display rocks, stones and pebbles of different colors and shapes for sorting and exploring.</p>	<p>Discuss things that can be found in the day or night time sky.</p>
<p>2. Explore the sun, moon, stars and clouds.</p>	<p>Provide soil and containers for planting.</p>	<p>Use weather and seasonal vocabulary.</p>
<p>3. Understand the importance of natural resources; that the environment provides for the needs of the people.</p>	<p>Sort play items by day or night use, such as sunglasses, night-light or flashlight.</p>	<p>Name the four seasons and recognize that they repeat year after year.</p>
<p>4. Show beginning understanding of how human activities may change the environment.</p>	<p>Provide opportunities to experiment with pinwheel, streamers, flags or kites that move in the wind.</p>	<p>Understand characteristics of each season (It snows in winter and we can swim in summer).</p>
<p>5. Participate in a variety of activities that preserve the environment.</p>		<p>Collect items to recycle.</p>
		<p>Dress up in seasonal clothing in the dramatic play area.</p>
		<p>Draw or write journals or stories about the changes in the seasons or weather.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Acquire knowledge about the earth and space (continued)</p>	<p><b>The teacher will:</b>            Create opportunities for children to engage in water play</p> <p>Provide both wet and dry sand for exploration, as well as sifting, pouring and molding toys.</p> <p>Display classroom pets that live in different habitats, such as fish in an aquarium, gerbils in a cage; being aware of children allergies.</p> <p>Read books about farming and the origin of food supply.</p> <p>Emphasize the natural resources in surroundings while on walks.</p> <p>Use vocabulary about the environment and ecology such as conversation, litter, recycle.</p> <p>Discuss food product origins during mealtimes.</p>	<p><b>The child will:</b>            Describe where foods come from; such as milk comes from cows, corn is a plant.</p> <p>Preserve classroom resources and materials, such as write on a full sheet of paper before throwing it away.</p> <p>Describe the effect peoples' actions have on the environment (litter, picking flowers, recycling).</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Develop an understanding of self within a community</p>	<p><b>The teacher will:</b> Give children classroom jobs and responsibilities.</p> <p>Provide opportunities for children to participate in decision-making.</p>	<p><b>The child will:</b> Make self-portraits that include body parts that are age-appropriate, clothing.</p> <p>Show understanding and respect for family and diverse customs and practices.</p>
<p><b>OBJECTIVES</b></p>	<p>Discuss differences in dress, customs, tools, and transportation as seen in books, movies, and pictures.</p>	<p>Participate in classroom or family responsibilities through decision-making.</p>
<p>1. Identify similarities and differences of personal characteristics and those of others and others' cultures.</p> <p>2. Display an awareness of his/her role as a member of a group, such as the family or the class.</p> <p>3. Describe the characteristics of where he/she lives and visits spatially.</p>	<p>Include multicultural materials throughout the classroom, including books, dolls, dress-up materials and props, art materials, posters.</p> <p>Talk with children about their family members.</p> <p>Provide activities that require cooperative play.</p> <p>Invite parents or community members to share information about their culture.</p> <p>Provide opportunities for children to explore their environment indoors and outdoors.</p>	<p>Work cooperatively with other children to achieve an outcome.</p> <p>Role play various family roles, such as rocking a baby or cooking a meal.</p> <p>Make drawings of family members and describe their characteristics.</p> <p>Use words to indicate directionality, size and position such as left, right, first, last, little, big, top, bottom</p> <p>Answer questions about a trip or a place he/she visited or lived.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Develop an understanding of self within a community (continued)</p>	<p><b>The teacher will:</b> Use directional words.</p> <p>Use left and right and other directional vocabulary.</p> <p>Display books that have pictures of different places on earth and different homes such as apartments, houses.</p> <p>Display maps and globes and pictures of construction sites.</p> <p>Include various types of vehicles in the block area.</p>	<p><b>The child will:</b> Identify and locate familiar places.</p> <p>Include representations of roads, bodies of water and buildings in play.</p> <p>Discuss various forms of transportation and how they are suitable for certain types of travel (ex. walk to the store in the neighborhood and fly to a different country).</p> <p>Give information about the place he/she lives.</p>

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Develop understanding of past, present and future</p>	<p><b>The teacher will:</b> Talk about what is happening during the day and the week.</p> <p>Use the names of the days of the week.</p> <p>Establish/maintain a consistent routine.</p>	<p><b>The child will:</b> Use words to describe time, including yesterday, today and tomorrow.</p> <p>Put pictures in sequential order.</p> <p>Show anticipation for regularly scheduled events.</p>
OBJECTIVES	<p>Ask children to recall what happened last night or yesterday.</p> <p>Use calendars to talk about what happened in the past and what will happen in the future.</p> <p>Have access to clocks, timers, watches.</p> <p>Discuss what happens in the beginning, middle and end of stories.</p> <p>Label events and routines using language such as today, tomorrow, later.</p> <p>Include materials such as dinosaurs or robots, from the past and future for play and discussion.</p> <p>Display pictures and books that show children in different stages of growth.</p>	<p>Describe a daily routine.</p> <p>Recall information from the immediate past.</p> <p>Predict how events today or in the recent past affect the near future (if it rains today, we can't go outside to play).</p> <p>Talk about what he/she likes to do now, what he/she might like to do in the future and why.</p> <p>Describe a special activity he/she likes to do and how it is done.</p>
<p>1. Demonstrate understanding of the sequence of events.</p> <p>2. Understand how things, people and places change over time and relate to past experiences.</p>		

**DIOCESE OF HARRISBURG  
PRESCHOOL CURRICULUM**

ANCHOR	SUPPORTIVE PRACTICES	ASSESSMENTS
<p>Develop an understanding of the role of consumers/community helpers</p>	<p><b>The teacher will:</b>            Invite community helpers into the classroom to talk about their jobs.</p> <p>Add community worker props to play areas, including uniforms, mailbags, doctor kits, restaurant menus.</p>	<p><b>The child will:</b>            Recognize and describe community workers through their uniforms or equipment.</p> <p>Use pretend money while engaging in dramatic play activities.</p>
<p>OBJECTIVES</p>		
<p>1. Demonstrate knowledge about community workers and their roles.</p> <p>2. Demonstrate an awareness of the use of money.</p> <p>3. Develop an understanding of how goods and services are produced and distributed.</p>	<p>Read books (non-fiction and fiction) that support people working together in a community.</p> <p>Set up dramatic play opportunities that involve the use of pretend money, including the back grocery store, or restaurant.</p> <p>Use the names of coins and currency and provide an opportunity for children to handle real money.</p>	<p>Begin to understand limitations for purchases (ex. don't always have enough money to buy something.)</p> <p>Recognize and discuss the role and influence of advertising.</p> <p>Begin to be able to determine when they need more of something that isn't available, but may be available elsewhere (concept of sharing).</p>