

Alignment of the *Alabama Performance Standards for 4-Year-Olds With The Creative Curriculum® for Preschool* and the Goals and Objectives of *The Developmental Continuum for Ages 3–5*

The Creative Curriculum for Preschool is a comprehensive curriculum that guides teachers in designing a preschool program in which children learn important skills and content, and develop social competence. The Curriculum shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows how teachers guide learning in literacy, math, science, social studies, the arts, and technology while also supporting children’s social/emotional development. Curriculum and assessment are linked by use of *The Creative Curriculum Developmental Continuum Assessment System*, based on *The Creative Curriculum Developmental Continuum for Ages 3–5*.

The *Developmental Continuum* has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective is broken into three developmental steps showing the expected sequence of development for each objective. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus we have also created a Forerunner step for each objective. (Forerunners are not shown in this document.) The developmental steps give teachers a way to determine each child’s current development in relation to each objective. This information also allows teachers to decide what specific support and kinds of experiences will enable each child to further develop and learn.

All of the *Alabama Performance Standards* align with the content of *The Creative Curriculum for Preschool*. Five highly specific Standards do not align with the goals and objectives of *The Creative Curriculum Developmental Continuum for Ages 3–5*. These are noted in the text.

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References

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- Alabama Department of Children’s Affairs, Office of School Readiness. (2004). *Alabama performance standards for 4-year-olds: Alabama’s pre-kindergarten initiative*. Montgomery, AL: Author. Retrieved July 16, 2005 from <http://www.dca.state.al.us/OSR/index.htm>
- Teaching Strategies, Inc. (2001). *The Creative Curriculum® developmental continuum for ages 3–5*. Washington, DC: Author.

Alabama Performance Standards for 4-Year-Olds:	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
EMERGENT LITERACY		
Language, Vocabulary, and Oral Comprehension		
1. Show understanding of literal meaning of stories, songs, informational texts, and poems read aloud	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373; “Listening to Tapes With Children,” p. 374	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
2. Follow two- and three- step directions	Chapter 4: “Teacher-Directed Learning,” pp. 174–175 Chapter 2: “Transition Times,” pp. 88–89; “Mealtimes,” pp. 89–91 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	LANGUAGE DEVELOPMENT—Listening and Speaking 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps
3. Develop and expand expressive language skills and vocabulary	Chapter 1: “Language Development,” p. 22 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development,” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings
4. Demonstrate progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story	Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
5. Show progress in speaking English, for non-English-speaking children	Chapter 1: “Second Language Learners,” pp. 38–41 Chapter 4: “Teaching Second Language Learners,” pp. 181–183	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.

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6. Demonstrate ability to express ideas for varied purposes including asking questions, making requests, sharing information, and recounting events	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area” Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”	LANGUAGE DEVELOPMENT—Listening and Speaking 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
7. Show progress in speaking sentences of increasing length and grammatical complexity	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings
Phonological Awareness		
8. Identify words that rhyme	Chapter 3: “Phonological Awareness,” pp. 127–128, 132	LANGUAGE DEVELOPMENT—Listening and Speaking
9. Identify words with the same beginning and ending phonemes in words		38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words
10. Hear syllables in words		
11. Isolate the beginning phoneme in a word		
12. Associate letters and phonemes	Chapter 3: “Letters and Words,” p. 129, 133	LANGUAGE DEVELOPMENT—Reading and Writing 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections

Alabama Performance Standards for 4-Year-Olds:	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
Print Awareness and Concepts		
13. Show increasing awareness of print in classroom, home, and community settings	Chapter 2: Displaying and Labeling Materials,” pp. 65–67; “A System for Classroom Jobs,” pp. 73–74 Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read
14. Show a growing understanding of the different functions of forms of print (i.e. signs, letters, newspapers, lists, messages, menus)	Chapter 2: Displaying and Labeling Materials,” pp. 65–67 Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133	
15. Demonstrate increasing awareness of print concepts including learning that print is read from top to bottom and from left to right on a page, that speech can be written down, and that print conveys a message	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Skills for Engaging With Books,” pp. 365–366	
16. Show progress in recognizing the association between spoken and written words by following print as it is read aloud	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Skills for Engaging With Books,” pp. 365–366	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print
17. Demonstrate increasing awareness that a word is a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read

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Alphabet Knowledge		
18. Show progress in associating the names of letters with their shapes and sounds	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366	LANGUAGE DEVELOPMENT—Reading and Writing
19. Demonstrate increase in ability to notice the beginning letters in familiar words		46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections
20. Identify at least 10 letters of the alphabet, especially those in their own name		
21. Know that letters of the alphabet are a special category of visual graphics that can be individually named	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Developmental Steps in Writing,” pp. 367–369	LANGUAGE DEVELOPMENT—Reading and Writing
General Knowledge		
22. Exhibit an awareness that information may be obtained from a variety of sources	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	COGNITIVE DEVELOPMENT—Learning and Problem Solving
		26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
		LANGUAGE DEVELOPMENT—Reading and Writing
		44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader
23. Show an awareness of others through exposure to written, spoken, and visual forms of communication	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151; “Visual Arts,” p. 154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349, especially “Nurturing Children’s Appreciation of Art,” p. 345; “Talking With Children About Their Art,” pp. 342–344 Chapter 10: “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior
		11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want
		LANGUAGE DEVELOPMENT—Reading and Writing
		48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

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24. Verbalize correct personal characteristics (i.e. develop abilities to identify personal characteristics including gender and family compositions)	Chapter 1: "Individual Differences," pp. 27–41 Chapter 3: "People and How They Live," pp. 147–148, 150 Chapter 5: "Appreciating Family Differences," pp. 212–213 Chapter 7: "Dramatic Play," pp. 271–293	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
EMERGENT NUMERACY		
Number Awareness		
1. Demonstrate increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity	Chapter 3: "Number Concepts," pp. 134–135, 140 Chapter 8: "Toys and Games," pp. 295–315 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
2. Associate number concepts, vocabulary, quantities, and written numerals in meaningful ways		COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets
3. Show increasing ability to count in sequence to 10 and beyond		COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
4. Make use of one-to-one correspondence in counting objects and matching groups of objects	Chapter 3: "Number Concepts," pp. 134–135, 140 Chapter 8: "Toys and Games," pp. 295–315 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
5. Use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to	Chapter 3: "Measurement," pp. 137–138, 141 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315 Chapter 12: "Sand and Water," pp. 403–421 Chapter 14: "Cooking," pp. 443–469 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
6. Develop increased abilities to combine, separate, and name "how many" concrete objects	Chapter 3: "Number Concepts," pp. 134–135, 140 Chapter 8: "Toys and Games," pp. 295–315 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total

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7. Demonstrate growth in the ability to persist in and complete a variety of numeracy tasks, activities, projects, and experiences	Chapter 1: “Cognitive Development,” p. 21 Chapter 3: “Number Concepts,” pp. 134–135, 140; “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “How ____ Promotes Development: Cognitive Development;” “Connecting ____ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
Geometry and Spatial Sense		
8. Recognize, describe, compare, and name common shapes, their parts, and attributes	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 6: “Blocks,” pp. 243–269	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason
9. Show progress in the ability to put together and take apart shapes	Chapter 8: “Toys and Games,” pp. 295–315	
10. Determine whether or not two shapes are the same size and shape		
11. Build an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Spaces and Geography,” pp. 146–147, 150 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315	COGNITIVE DEVELOPMENT—Logical Thinking 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective
Patterns and Measurement		
12. Demonstrate enhanced abilities to recognize, duplicate, and extend simple patterns using a variety of materials	Chap 3: Patterns and Relationships Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315	COGNITIVE DEVELOPMENT—Logical Thinking 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying

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13. Show increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes (i.e. shape, size)	Chap 3: Patterns and Relationships Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features
14. Make comparisons between objects based on a single attribute 15. Show progress in using non-standard and standard measures for length and area of objects	Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
CREATIVE ARTS		
Art Appreciation		
1. Develop confidence and a positive self-concept as she engages in creative processes (i.e. music, art, movement, drama). 2. Show increased interest and enjoyment in creative development activities	Chapter 2: “Choice Time,” pp. 87–88; “Validate Children’s Accomplishments and Progress,” pp. 104–105 Chapter 3: “The Arts,” pp. 152–155; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349, especially “Nurturing Children’s Appreciation of Art,” p. 345; “Talking With Children About Their Art,” pp. 342–344 Chapter 13: “Music and Movement,” pp. 423–441 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance

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3. Contribute original ideas and exhibit flexibility in creative development activities	Chapter 2: “Choice Time,” pp. 87–88; “Validate Children’s Accomplishments and Progress,” pp. 104–105 Chapter 3: “The Arts,” pp. 152–155; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349, especially “Nurturing Children’s Appreciation of Art,” p. 345; “Talking With Children About Their Art,” pp. 342–344 Chapter 13: “Music and Movement,” pp. 423–441 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems
Music		
4. Participate with increasing interest and enjoyment in a variety of musical activities (i.e. listening, singing, using musical instruments, recordings, chants, finger plays, games, performances, moving to music, creating original music)	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.

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Art		
5. Demonstrate abilities to use different art media and materials in a variety of ways for creative expression and representation	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349, especially: “Creating an Environment for Art,” pp. 320–331; “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340; “Nurturing Children’s Appreciation of Art,” p. 345; “Talking With Children About Their Art,” pp. 342–344 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>21. Uses tools for writing and drawing</p> <ul style="list-style-type: none"> I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
6. Show progress in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic		<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <ul style="list-style-type: none"> I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance <p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>24. Shows persistence in approaching tasks</p> <ul style="list-style-type: none"> I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
7. Plan, work independently, and demonstrate care and persistence in a variety of creative development activities		There are no <i>Creative Curriculum®</i> objectives that align directly with this item.
8. Understand and share opinions about artistic endeavors and experiences		
Movement		
9. Express their individuality through many types of free-form and representative movement (i.e. dance, moving freely to music, moving to instructions, moving to patterns of beat and rhythm, pantomime)	Chapter 3: “Dance,” p. 152, 155 Chapter 13: “Music and Movement,” pp. 423–441	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam

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Dramatic Play		
10. Actively explore a variety of creative development activities through drama (i.e. spontaneous imaginative play, dramatic play, pretending, role-playing, performances, imitations, showing moods and attitudes)	Chapter 3: “Drama,” pp. 153–154, 155; “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play
SCIENCE AND ENVIRONMENTAL EDUCATION		
Scientific Skills and Methods		
1. Use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships	Chapter 1: “Cognitive Development,” p. 21 Chapter 3: “Science,” pp. 142–145; “Technology,” pp. 156–160; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems
2. Recognize and solve problems through active exploration, including trial and error, interactions, and discussions with peers	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas

Alabama Performance Standards for 4-Year-Olds:	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
3. Show increased abilities to observe and discuss common properties, differences, and comparisons among objects and materials	Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
4. Participate hands-on in simple investigations to plan, develop, test observations, question, discuss and draw conclusions, and form generalizations	Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198; “Promoting Learning in Interest Areas,” pp. 187–189 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
5. Demonstrate growing abilities to collect and describe information through a variety of materials, tools, and means (i.e. discussion, drawings, maps, charts)	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162 Chapter 11: “Discovery,” pp. 381–401	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
6. Describe and discuss predictions, explanations, and generalizations based on past experiences while growing in eagerness to learn about and discuss findings	Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

Alabama Performance Standards for 4-Year-Olds:	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>
Scientific Knowledge		
7. Expand and explore knowledge of and abilities to observe, describe, and discuss the natural world, including living and non- living things	Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Caring for Living Things,” pp. 500–501; “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
8. Show knowledge of and respect for their body	Chapter 3: “Life Science,” pp. 143–144, 145	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
9. Show knowledge of and respect for their world/environment through exploration	Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
10. Demonstrate a growing awareness of concepts and language related to the passage of time, temperature, and property changes in matter	Chapter 3: “Earth and the Environment,” pp. 144, 145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
11. Show increased awareness and beginning understanding of changes in matter	Chapter 3: “Physical Science,” pp. 142–143, 145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information

Alabama Performance Standards for 4-Year-Olds:	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
12. Show increased awareness and beginning understanding of cause-effect relationships	Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 6: “Blocks,” pp. 243–269 Chapter 11: “Discovery,” pp. 381–401	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
TECHNOLOGY		
1. Demonstrate an awareness of computers and the purpose they serve as a learning tool	Chapter 3: “Technology Tools,” p. 158, 160 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.
2. Show knowledge of computer usage through active and cooperative use of software programs		
3. Demonstrate growth in capacity to maintain concentration over time on a task, question, and set of directions or interactions, while using the computer, despite distractions and interruptions	Chapter 3: “Technology,” pp. 156–160 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
SOCIAL & EMOTIONAL DEVELOPMENT		
Self-Concept		
1. Develop and express awareness of self in terms of specific abilities, characteristics, and preferences	Chapter 1: “Social/Emotional Development,” pp. 18–19; “Individual Differences,” pp. 27–41 Chapter 2: “Choice Time,” pp. 87–88; “Validate Children’s Accomplishments and Progress,” pp. 104–105 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development” Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance

Alabama Performance Standards for 4-Year-Olds:	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
2. Demonstrate growing capacities for independence in a range of activities, routines, and tasks	<p>Chapter 1: “Social/Emotional Development,” pp. 18–19; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26</p> <p>Chapter 2: “Choice Time,” pp. 87–88; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>1. Shows ability to adjust to new situations</p> <ul style="list-style-type: none"> I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <ul style="list-style-type: none"> I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
3. Demonstrate growing confidence in a range of abilities and is able to express a sense of satisfaction in accomplishments	<p>Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>3. Recognizes own feelings and manages them appropriately</p> <ul style="list-style-type: none"> I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings
Initiative		
4. Do things for herself	<p>Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26</p> <p>Chapter 2: “Choice Time,” pp. 87–88</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174</p> <p>Section in all Interest Area chapters: “Creating an Environment for the ___ Area”</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living

Alabama Performance Standards for 4-Year-Olds:	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
5. Choose challenging tasks to complete	Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
6. Participate actively in make-believe play with others	Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play
7. Try or ask to try new activities	Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems
8. Organize play with other children	Chapter 2: “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child

Alabama Performance Standards for 4-Year-Olds:	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>
9. Focus attention on tasks	Chapter 2: “Choice Time,” pp. 87–88 Chapter 3: “Process Skills,” pp. 161–162	COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
10. Say positive things about the future	Foundation chapter: “Learning and Resiliency,” pp. 13–14 Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”	COGNITIVE DEVELOPMENT—Logical Thinking 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
11. Ask other children to play with him	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child
Self-Control		
12. Show progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property	Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115; “Responding to Challenging Behavior,” pp. 116–122, especially “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise
13. Show progress in playing cooperatively and interacting with other children without direct supervision	Chapter 2: “Helping Children to Make Friends,” pp. 105–106 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child

Alabama Performance Standards for 4-Year-Olds:	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
14. Show progress in dealing with own feelings in age-appropriate ways	Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings
15. Identify and label feelings	Chapter 1: “Social/Emotional Development,” pp. 18–19; “Individual Differences,” pp. 27–41 Chapter 2: “Responding to Challenging Behavior,” pp. 116–122 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development,” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings
16. Show growth in understanding how actions affect others and begin to accept the consequences	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want
17. Increasingly take responsibility for choices	Chapter 2: “Choice Time,” pp. 87–88	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
18. Demonstrate increasing capacities to follow rules and routines and use materials purposefully, safely, and respectfully	Chapter 2: “Daily Events,” pp. 82–92; “Displaying and Labeling Materials,” pp. 65–67; “A System for Classroom Jobs,” pp. 73–74; “Cleanup at Mealtimes,” pp. 90–91; “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252 Chapter 11: “Take-Aparts and Safety,” p. 390 Chapter 12: “Cleanup in the Sand and Water Area,” p. 420 Chapter 14: “Special Health and Safety Considerations in the Cooking Area,” pp. 450–452 Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules

Alabama Performance Standards for 4-Year-Olds:	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
Cooperation		
19. Demonstrate increased abilities to sustain interactions with peers by helping, sharing, and discussion	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want
20. Show increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers	Chapter 2: “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115 Chapter 3: “People and How They Live,” pp. 147–148, 150 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise
21. Show an awareness of and respect for the interests of others	Chapter 2: “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn
22. Demonstrate increased abilities to “give and take” in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Responding to Challenging Behavior,” pp. 116–122, especially “Coaching Children on How to Be Assertive,” p. 120 Chapter 3: “People and How They Live,” pp. 147–148, 150 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn

Alabama Performance Standards for 4-Year-Olds:	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
23. Show an understanding and respect for the property of others	Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Classroom Displays,” pp. 68–69; “Cleanup at Mealtimes,” pp. 90–91 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252 Chapter 9: “Displaying and Storing Art Materials and Children’s Artwork,” pp. 332–333 Chapter 12: “Cleanup in the Sand and Water Area,” p. 420 Section in all Interest Area chapters: “Creating an Environment for ____”	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn
Social Relationships		
24. Demonstrate increasing comfort in talking with and accepting guidance and directions from a range of familiar adults	Chapter 2: “Building a Relationship With Each Child,” pp. 103–105	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not
25. Seek adult help when needed to resolve conflicts	Chapter 2: “Building a Relationship With Each Child,” pp. 103–105; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise
26. Show progress in developing friendships with peers	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Sections in all Interest Area chapters: “How ____ Promotes Development: Social/Emotional Development;” “Connecting ____ With Curriculum Objectives: Social/Emotional Development”	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child
27. Interact easily with other children	Section in all Interest Area chapters: “What Children Learn in the ____ Area: Social Studies”	
28. Show progress in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Sections in all Interest Area chapters: “How ____ Promotes Development: Social/Emotional Development;” “Connecting ____ With Curriculum Objectives: Social/Emotional Development”	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want

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Knowledge of Families and Communities		
29. Demonstrate the abilities to identify personal characteristics including gender, and family compositions	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 3: “People and How They Live,” pp. 147–148, 150	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
30. Show progress in understanding similarities and respecting differences among people (i.e. gender, race, special needs, culture, language, family structures)	Chapter 5: “Appreciating Family Differences,” pp. 212–213 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”	
31. Demonstrate a growing awareness of the concept of work and what is required to perform it	Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
32. Express and understand concepts and language of space and direction in the contexts of their classroom, home and community	Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81, especially “Displaying and Labeling Materials,” pp. 65–67 Chapter 3: “Spaces and Geography,” pp. 146–147, 150 Section in all Interest Area chapters: “Creating an Environment for the ___ Area”	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective

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APPROACHES TO LEARNING		
Creativity and Curiosity		
1. Choose to participate in an increasing variety of tasks and activities	Chapter 2: “Choice Time,” pp. 87–88 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
2. Demonstrate increased abilities to make independent choices	Chapter 2: “Choice Time,” pp. 87–88 Section in all Interest Area chapters: “Creating an Environment for the ___ Area”	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
3. Approach tasks and activities with increased flexibility, imagination, and inventiveness	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems
Reasoning and Problem-Solving		
4. Demonstrate increased abilities to find more than one solution to a question, task, or problem	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

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PHYSICAL HEALTH & DEVELOPMENT		
Fine Motor Skills		
1. Demonstrate growing strength and dexterity	Chapter 1: “Physical Development: Fine Motor,” p. 20 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”	PHYSICAL DEVELOPMENT—Fine Motor 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination
2. Use strength and control to perform simple tasks	Chapter 1: “Physical Development: Fine Motor,” p. 20 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”	PHYSICAL DEVELOPMENT—Fine Motor 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail
3. Explore and manipulate objects in a variety of ways	Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 8: “Toys and Games,” pp. 295–315 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”	PHYSICAL DEVELOPMENT—Fine Motor 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail
4. Use tools appropriately	Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 3: “Technology: Basic Operations and Concepts,” p. 157, 160 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Developmental Steps in Writing,” pp. 367–369 Chapter 11: “Take-Aparts and Safety,” p. 390 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469, especially “Special Health and Safety Considerations in the Cooking Area,” pp. 450–452 Chapter 15: “Computers,” pp. 471–491	PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name
5. Use eye-hand coordination to perform tasks	Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 8: “Toys and Games,” pp. 295–315 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”	PHYSICAL DEVELOPMENT—Fine Motor 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail

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Gross Motor Skills		
6. Walk, run, climb, jump, and hop with increased coordination, balance, and control	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441, especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “Outdoors,” pp. 493–522, especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494; “Open Spaces for Games, Building, and Pretend Play,” pp. 502–503; “Playground Structures,” pp. 505–508	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards
7. Experiment with galloping and skipping	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination
8. Demonstrate increasing abilities to coordinate movements in throwing, catching, kicking, and bouncing balls	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 16: “Outdoors,” pp. 493–522	PHYSICAL DEVELOPMENT—Gross Motor 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
9. Push, pull, twist, turn, curl, balance, and stretch with increased coordination of control	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441, especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “Outdoors,” pp. 493–522, especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam

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Health Status and Practices		
10. Participate actively in games, outdoor play, and other forms of exercise that enhance physical fitness	Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16 : “Outdoors,” pp. 493–522	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
11. Show a developing understanding of nutrition to dental health	Chapter 2: “Mealtimes,” pp. 89–91 Chapter 3: “People and How They Live,” pp. 147–148, 150; “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 14: “Cooking,” pp. 443–469	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living
12. Show growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living
13. Demonstrate an awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and respond appropriately to potentially harmful objects, substances, and activities	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 16: “Preventing Injuries on Playground Equipment,” p. 506; “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
14. Name most of the body parts	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.
15. Recognize common medical procedures	Chapter 3: “People and How They Live,” pp. 147–148, 150; “Drama,” pp. 153–154, 155	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations
16. Demonstrate an understanding of the common roles of a variety of health care professionals	Chapter 7: “Dramatic Play,” pp. 271–293	I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play

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17. Try different foods willingly	Chapter 2: “Mealtimes,” pp. 89–91 Chapter 14: “Cooking,” pp. 443–469	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being <ul style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living