

Alignment of the *Department of Defense Education Activity (DoDEA) PreK Content Standards With The Goals and Objectives of *The Creative Curriculum*[®] Developmental Continuum for Ages 3–5 and Related Publications from *The Creative Curriculum*[®] System*

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 Creative 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 teachers how to 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 Creative Curriculum[®] *Developmental Continuum for Ages 3–5* has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective has three developmental steps showing the expected sequence of development. 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 Expanded Forerunners for each objective which also have three steps. (The Expanded Forerunners are not shown in this document.)

Literacy: The Creative Curriculum[®] *Approach* and *Mathematics: The Creative Curriculum Approach* show teachers how to plan focused lessons and maximize literacy learning opportunities throughout the day.

The Creative Curriculum[®] *Study Starters* (2005 Series: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, and Balls*) are a series of guides to help teachers implement investigative, project-based learning in the classroom. With *Study Starters*, children learn science and social studies content as they explore, while also developing skills in literacy, math, the arts, and technology.

Five objectives of *The Creative Curriculum*[®] *Developmental Continuum for Ages 3–5* did not align with any of the DoDEA PreK Standards: 19, Controls small muscles in hands, 20, Coordinates eye-hand movement, 35, Takes on pretend roles and situations, and 36, Makes believe with objects. Also, a number of highly specific DoDEA PreK Standards did not align with any objectives.

Contents			
English Language Arts	2	Physical Education	27
Math	10	Health Education	31
Science	17	Visual Arts	34
Social Studies	24	Music	36

The Creative Curriculum*[®] *for Preschool System

- Dodge, D. T., Colker, L. J., & Heroman, C. (2002). *The Creative Curriculum*[®] *for Preschool*. Washington, DC: Teaching Strategies, Inc.
- Heroman, C. & Jones, C. (2004). *Literacy: The Creative Curriculum*[®] *Approach*. Washington, DC: Teaching Strategies, Inc.
- Copley, J., Jones, C., & Dighe, J. (in press). *Mathematics: The Creative Curriculum*[®] *Approach*. Washington, DC: Teaching Strategies, Inc.
- Teaching Strategies, Inc. (2005, 2006). *The Creative Curriculum*[®] *Study Starters: A Step-By-Step Guide to Project-Based Investigations In Science and Social Studies*. (2005 Series: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings*; 2006 Series: *Chairs & Things to Sit On, Wheels, Water Pipes, Trash & Garbage, Shadows, Exercise*). Washington, DC: Author.
- Teaching Strategies, Inc. (2001). *The Creative Curriculum*[®] *Developmental Continuum for Ages 3–5*. Washington, DC: Author.

DoDEA Content Standards	<i>Creative Curriculum</i> ® Objectives and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
English Language Arts		
E1: Reading		
E1a: Print-Sound Code		
E1a1: Children know that letters of the alphabet are a special category of visual graphics that can be individually named.	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	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 Literacy: The Creative Curriculum® Approach Chapter 1: “Letters and Words,” pp. 28–32 Scope & Sequence for Language and Literacy “Alphabet and Word Knowledge,” p. 283
E1a2: Children hear and discriminate the sounds of language.	LANGUAGE DEVELOPMENT—Listening and Speaking 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	Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Reading Books to Children,” p. 370–373; “Listening to Tapes With Children,” p. 374 Literacy: The Creative Curriculum® Approach Chapter 1: “Phonological Awareness,” pp. 16–21 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope & Sequence for Language and Literacy “Oral Language: Phonological Awareness,” pp. 276–279
E1a3: Children explore the concepts of print and develop the knowledge that print conveys a message.	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	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 Literacy: The Creative Curriculum® Approach Chapter 1: “Knowledge of Print,” pp. 22–27 Scope & Sequence for Language and Literacy “Concepts of Books,” p. 281 “Comprehension,” p. 284
E1b: Getting the Meaning		
E1b1: Children use emerging listening and speaking skills to construct meaning from conversations with others.	LANGUAGE DEVELOPMENT—Listening and Speaking 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	Chapter 1: “Language Development,” p. 22 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development” Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Literacy: The Creative Curriculum® Approach Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope & Sequence for Language and Literacy “Listening and Responding to Language,” p. 274

DoDEA Content Standards	<i>Creative Curriculum</i> [®] Objectives and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool and related publications
E1b2: Children use emerging reading skills to explore the use of print and to construct meaning from print.	LANGUAGE DEVELOPMENT—Reading and Writing 47. Uses emerging reading skills to make meaning from print <ul style="list-style-type: none"> 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 	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 Literacy: <i>The Creative Curriculum</i>[®] Approach Chapter 1: “Comprehension,” pp. 33–38 Scope & Sequence for Language and Literacy “Comprehension,” p. 284
E1c: Reading Habits		
E1c1: Children demonstrate an interest in a variety of literature and other printed materials.	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading <ul style="list-style-type: none"> 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 	Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” Literacy: <i>The Creative Curriculum</i>[®] Approach Chapter 1: “Comprehension,” pp. 33–38 Scope & Sequence for Language and Literacy “Motivation for Reading,” p. 280
E1c2: Children demonstrate book-handling awareness.	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts <ul style="list-style-type: none"> 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 	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 Literacy: <i>The Creative Curriculum</i>[®] Approach Chapter 1: “Knowledge of Print,” pp. 22–27 Scope & Sequence for Language and Literacy “Print Concepts,” p. 282
E1c3: Children relate information to their own experiences by responding to questions, discussing pictures, naming and identifying objects, and reacting to stories.	LANGUAGE DEVELOPMENT—Listening and Speaking 41. Answers questions <ul style="list-style-type: none"> I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts <ul style="list-style-type: none"> 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 	Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133; “Comprehension,” pp. 129–130, 133; “Process Skills,” pp. 161–162; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 10: “Library,” pp. 351–379 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” Literacy: <i>The Creative Curriculum</i>[®] Approach Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42 Scope & Sequence for Language and Literacy “Motivation for Reading,” p. 280 “Concepts of Books,” p. 281

DoDEA Content Standards	<i>Creative Curriculum</i> ® Objectives and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
E2: Writing		
E2a: Habits and Processes		
E2a1: The student creates messages by drawing, dictating, and using emergent writing.	LANGUAGE DEVELOPMENT—Reading and Writing 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Developmental Steps in Writing,” pp. 367–369 Literacy: The Creative Curriculum® Approach Chapter 1: “Letters and Words,” pp. 28–32 Scope & Sequence for Language and Literacy “Purposes of Writing,” p. 285
E2a2: The student develops competence in the use of writing materials.	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 LANGUAGE DEVELOPMENT—Reading and Writing 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369 Literacy: The Creative Curriculum® Approach Chapter 1: “Letters and Words,” pp. 28–32 Scope & Sequence for Language and Literacy “Writing Mechanics,” p. 285
E2b: Writing Purposes and Resulting Genres		
E2b1: The student demonstrates an understanding of the need to express their ideas in writing.	LANGUAGE DEVELOPMENT—Reading and Writing 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Developmental Steps in Writing,” pp. 367–369 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” Literacy: The Creative Curriculum® Approach Chapter 1: “Letters and Words,” pp. 28–32 Scope & Sequence for Language and Literacy “Purposes of Writing,” p. 285

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E2b2: The student writes and speaks for a variety of audiences and purposes.	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <ul style="list-style-type: none"> 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 <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>49. Understands the purpose of writing</p> <ul style="list-style-type: none"> I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning 	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86</p> <p>Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178</p> <p>Chapter 10: “Developmental Steps in Writing,” pp. 367–369</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Self-Expression,” p. 275</p> <p>“Purposes of Writing,” p. 285</p>
E2c: Language Use and Conventions		
E2c1: The student begins to experiment with basic writing conventions such as grasp, body and paper positioning, and writing progression.	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>50. Writes letters and words</p> <ul style="list-style-type: none"> I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words 	<p>Chapter 3: “Knowledge of Print,” p. 128, 132</p> <p>Chapter 10: “Developmental Steps in Writing,” pp. 367–369</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Knowledge of Print,” pp. 22–27</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Writing Mechanics,” p. 285</p>
E2c2: The student listens to and experiments with the rhythm, cadence, and structure of language through listening to and experimenting with oral language, as well as, an exposure to written language.	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>38. Hears and discriminates the sounds of language</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Phonological Awareness,” p. 128, 132</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Phonological Awareness,” pp. 16–21</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p>

DoDEA Content Standards	<i>Creative Curriculum</i> ® Objectives and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
E3: Speaking and Listening		
E3a: Habits		
E3a1: Talking a Lot	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <p>I. Uses simple sentences (3–4 words) to express wants and needs</p> <p>II. Uses longer sentences (5–6 words) to communicate</p> <p>III. Uses more complex sentences to express ideas and feelings</p>	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86</p> <p>Chapter 4: “Talking With Children About Their Work,” p. 177</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Playing: Children’s Work,” pp. 120–126</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Listening and Responding to Language,” p. 274</p> <p>“Self-Expression,” p. 275</p>
E3a2: Talking to One’s Self	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	<p>Chapter 2: “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Self-Expression,” p. 275</p>
E3a3: Conversing at Length on a Topic	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others’ comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>	<p>Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p> <p>Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Listening and Responding to Language,” p. 274</p>

DoDEA Content Standards	<i>Creative Curriculum</i> [®] Objectives and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool and related publications
E3a4: Discussing Books	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <ul style="list-style-type: none"> 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 <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p><i>Literacy: The Creative Curriculum</i>[®] Approach</p> <p>Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108</p> <p>Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Motivation for Reading,” p. 280</p> <p>“Comprehension,” p. 284</p>
E3b: Kinds of Talk and Resulting Genres		
E3b1: Narrative	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p><i>Literacy: The Creative Curriculum</i>[®] Approach</p> <p>Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108</p> <p>Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Motivation for Reading,” p. 280</p> <p>“Comprehension,” p. 284</p>

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E3b2: Explaining and Seeking Information	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>42. Asks questions</p> <ul style="list-style-type: none"> I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding <p>43. Actively participates in conversations</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: <i>The Creative Curriculum</i>[®] Approach</p> <p>Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42</p> <p>Chapter 3: “Playing: Children’s Work,” pp. 120–126</p> <p>Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Motivation for Reading,” p. 280</p> <p>“Comprehension,” p. 284</p>
E3b3: Getting Things Done	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>40. Understands and follows oral directions</p> <ul style="list-style-type: none"> I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps 	<p>Chapter 2: “Choice Time,” pp. 87–88</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175</p> <p>Literacy: <i>The Creative Curriculum</i>[®] Approach</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Playing: Children’s Work,” pp. 120–126</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Listening and Responding to Language,” p. 274</p>
E3b4: Producing and Responding to Performances	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	<p>Chapter 3: “Drama,” pp. 153–154, 155</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Literacy: <i>The Creative Curriculum</i>[®] Approach</p> <p>Chapter 4: “Literacy in the Dramatic Play Area,” pp. 148–152</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Listening and Responding to Language,” p. 274</p> <p>“Self-Expression,” p. 275</p>

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E3c: Language Use and Conventions		
E3c1: Rules of Interaction	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>43. Actively participates in conversations</p> <ul style="list-style-type: none"> 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 	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Developing Rules for a Classroom Community,” pp. 108–110; “Responding to Challenging Behavior,” pp. 116–122</p> <p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Listening and Responding to Language,” p. 274</p> <p>“Self-Expression,” p. 275</p>
E3c2: Word Play, Phonological Awareness and Language Awareness	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>38. Hears and discriminates the sounds of language</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Phonological Awareness,” p. 128, 132; “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Phonological Awareness,” pp. 16–21</p> <p>Scope & Sequence for Language and Literacy</p> <p>Oral Language: Phonological Awareness,” pp. 276–279</p>
E3c3: Vocabulary and Word Choice	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Phonological Awareness,” p. 128, 132; “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Vocabulary and Language,” pp. 11–15; “Phonological Awareness,” pp. 16–21</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Self-Expression,” p. 275</p>

DoDEA Content Standards	<i>Creative Curriculum</i> ® Objectives and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
Math		
M1: Numbers and Operations		
M1a: Recognize and differentiate written numbers from other symbols	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 3: “Number Concepts,” pp. 134–135, 140 <i>Mathematics: The Creative Curriculum</i>® Approach (in press) Chapter 1: “Number and Operations”
M1b: Count in a sequence forward from one	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	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 14: “Cooking,” pp. 443–469 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” <i>Mathematics: The Creative Curriculum</i>® Approach (in press) Chapter 1: “Number and Operations”
M1c: Identify and name numerals from 0 to 9	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	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 14: “Cooking,” pp. 443–469 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” <i>Mathematics: The Creative Curriculum</i>® Approach (in press) Chapter 1: “Number and Operations”
M1d: Construct sets with more, fewer, or the same number of objects than a given set	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	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 <i>Mathematics: The Creative Curriculum</i>® Approach (in press) Chapter 1: “Number and Operations”
M1e: Compare the number of things in two sets using comparative language, i.e., more, fewer, same number	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	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 <i>Mathematics: The Creative Curriculum</i>® Approach (in press) Chapter 1: “Number and Operations”

DoDEA Content Standards	<i>Creative Curriculum</i> [®] Objectives and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool and related publications
M2: Algebra		
M2a: Sort, classify, and order objects by one attribute	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	Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Mathematics: The Creative Curriculum[®] Approach (in press) Chapter 1: “Number and Operations”
M2b: Identify, copy, extend, and create simple patterns or patterns of sounds, shapes, and motions	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	Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 Chapter 13: “Music and Movement,” pp. 423–441 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Mathematics: The Creative Curriculum[®] Approach (in press) Chapter 1: “Patterns”
M2c: Recognize simple patterns in sets of objects	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	Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Mathematics: The Creative Curriculum[®] Approach (in press) Chapter 1: “Patterns”
M2d: Sort and compare groups of objects having equal or different numbers of objects, i.e., more than, less than, or equal	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	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Process Skills,” pp. 161–162 Chapter 8: “Toys and Games,” pp. 295–315 Mathematics: The Creative Curriculum[®] Approach (in press) Chapter 1: “Number and Operations”
M2e: Recognize and identify a change in common objects, sounds, or movements	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	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Mathematics: The Creative Curriculum[®] Approach (in press) Chapter 1: “Number and Operations”

DoDEA Content Standards	<i>Creative Curriculum</i> [®] Objectives and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool and related publications
M3: Geometry		
M3a: Identify, name, describe, and create common two-dimensional shapes	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	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” Mathematics: The Creative Curriculum [®] <i>Approach</i> (in press) Chapter 1: “Geometry”
M3b: Identify, name, and describe three-dimensional shapes	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	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Mathematics: The Creative Curriculum [®] <i>Approach</i> (in press) Chapter 1: “Geometry”
M3c: Describe and demonstrate location and physical proximity, i.e., above, below, etc.	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	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Mathematics: The Creative Curriculum [®] <i>Approach</i> (in press) Chapter 1: “Geometry”
M4: Measurement		
M4a: Describe everyday events in logical order	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	Chapter 2: “Daily Events,” pp. 82–92; “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141 Mathematics: The Creative Curriculum [®] <i>Approach</i> (in press) Chapter 1: “Measurement”
M4b: Recognize the passage of time and identify devices that measure time, i.e., clocks, timers, etc.	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	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101; “Taking Attendance,” pp. 82–83; “Using a Calendar,” p. 85 Chapter 3: “Measurement,” pp. 137–138, 141 Mathematics: The Creative Curriculum [®] <i>Approach</i> (in press) Chapter 1: “Measurement”
M4c: Describe people and objects using measurement terms, i.e., taller than, biggest, longest, etc.	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 tool	Chapter 3: “Measurement,” pp. 137–138, 141 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” Mathematics: The Creative Curriculum [®] <i>Approach</i> (in press) Chapter 1: “Measurement”

DoDEA Content Standards	<i>Creative Curriculum</i> ® Objectives and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
M4d: Identify differences in temperature by using descriptors, i.e., warm, cold, hot, etc.	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	Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522 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” <i>Mathematics: The Creative Curriculum</i>® Approach (in press) Chapter 1: “Measurement”
M4e: Recognize and name measurable attributes of objects, e.g., long, short, and heavy, etc.	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	Chapter 3: “Measurement,” pp. 137–138, 141 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” <i>Mathematics: The Creative Curriculum</i>® Approach (in press) Chapter 1: “Measurement”
M4f: Explore nonstandard measurements to measure attributes of length, height and weight, e.g., a paper clip as a unit measure of length.	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	Chapter 3: “Measurement,” pp. 137–138, 141 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” <i>Mathematics: The Creative Curriculum</i>® Approach (in press) Chapter 1: “Measurement”

DoDEA Content Standards	<i>Creative Curriculum</i> ® Objectives and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
M4g: Order a like set of objects according to a measurable attribute, i.e., length, thickness of crayons, etc.	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	Chapter 3: “Measurement,” pp. 137–138, 141; “Data Collection, Organization, and Representation,” pp. 138–139, 141 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” Mathematics: The Creative Curriculum® Approach (in press) Chapter 1: “Measurement”
M5: Data Analysis and Probability		
M5a: Sort and organize concrete data by similarities and differences.	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	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 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 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Mathematics: The Creative Curriculum® Approach (in press) Chapter 1: “Data Analysis”
M5b: Answer and ask questions using data displayed with objects, pictographs, and/or tables.	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	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “Interacting With Children in the ___ Area” 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” Mathematics: The Creative Curriculum® Approach (in press) Chapter 1: “Data Analysis”

DoDEA Content Standards	<i>Creative Curriculum</i> [®] Objectives and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool and related publications
<p>M6: Problem Solving</p> <p>M6a: Pre-Kindergarten through Grade 12 instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:</p> <ul style="list-style-type: none"> • build new mathematical knowledge through problem solving; • solve problems that arise in Mathematics and in other contexts; • apply and adapt a variety of appropriate strategies to solve problems; • monitor and reflect on the process of mathematical problem solving.. 	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>23. Approaches problems flexibly</p> <ol style="list-style-type: none"> 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 <p>26. Applies knowledge or experience to a new context</p> <ol style="list-style-type: none"> 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 	<p>Chapter 3: "Problem Solving," and "Organizing Information," p. 162 Chapter 2: "Choice Time," pp. 87–88 Chapter 4: "Child-Initiated Learning," pp. 173–174 All Interest Area chapters (Chapters 6–16): "Blocks," "Dramatic Play," "Toys and Games," "Art," "Library," "Discovery," "Sand and Water," "Music and Movement," "Cooking," "Computers," and "Outdoors," pp. 243–522 Section in all Interest Area chapters: "Observing, Responding to, and Interacting With Children in the ___ Area"</p> <p>Mathematics: The Creative Curriculum[®] Approach (in press) Chapter 2: "Problem-Solving"</p>
<p>M7: Reasoning and Proof</p> <p>M7a: Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:</p> <ul style="list-style-type: none"> • recognize reasoning and proof as fundamental aspects of Mathematics; • make and investigate mathematical conjectures; • develop and evaluate mathematical arguments and proofs; • select and use various types of reasoning and methods of proof. 	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>24. Shows persistence in approaching tasks</p> <ol 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 	<p>Chapter 3: "Problem Solving," and "Organizing Information," p. 162 Chapter 4: "Small-Group Instruction," pp. 185–187 All Interest Area chapters (Chapters 6–16): "Blocks," "Dramatic Play," "Toys and Games," "Art," "Library," "Discovery," "Sand and Water," "Music and Movement," "Cooking," "Computers," and "Outdoors," pp. 243–522 Section in all Interest Area chapters: "Interacting With Children in the ___ Area"</p> <p>Mathematics: The Creative Curriculum[®] Approach (in press) Chapter 2: "Reasoning"</p>

DoDEA Content Standards	<i>Creative Curriculum</i> [®] Objectives and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool and related publications
<p>M8: Communication</p> <p>M8a: Pre-Kindergarten through Grade 12 instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:</p> <ul style="list-style-type: none"> organize and consolidate their mathematical thinking through communication; communicate their mathematical thinking coherently and clearly to peers, teachers, and others; analyze and evaluate the mathematical thinking and strategies of others; use the language of Mathematics to express mathematical ideas precisely. 	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <ol style="list-style-type: none"> Notices similarities and differences Uses comparative words related to number, size, shape, texture, weight, color, speed, volume Understands/uses measurement words and some standard measurement tools <p>COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <ol style="list-style-type: none"> Draws or constructs and then names what it is Draws or builds a construction that represents something specific Plans then creates increasingly elaborate representations 	<p>Chapter 3: “Communicating and Representing,” p. 162</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p>Mathematics: The Creative Curriculum[®] Approach (in press)</p> <p>Chapter 2: “Communication”</p>
<p>M9: Connections</p> <p>M9a: Pre-Kindergarten through Grade 12 instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:</p> <ul style="list-style-type: none"> recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; recognize and apply Mathematics in contexts outside of Mathematics. 	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <ol style="list-style-type: none"> Draws on everyday experiences and applies this knowledge to similar situations Applies new information or vocabulary to an activity or interaction Generates a rule, strategy, or idea from one learning experience and applies it in a new context 	<p>Chapter 3: “Connecting,” p. 161; “Communicating and Representing,” p. 162</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Process Skills,” pp. 161–162</p> <p>Interest Area chapters (Chapters 6–9, 11–16): “Blocks,” “Dramatic Play,” “Toys and Games,” “Art,” “Discovery,” “Sand and Water,” “Music and Movement,” “Cooking,” “Computers,” and “Outdoors,” pp. 243–522</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p>Mathematics: The Creative Curriculum[®] Approach (in press)</p> <p>Chapter 2: “Connections”</p>

DoDEA Content Standards	<i>Creative Curriculum</i> [®] Objectives and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool and related publications
M10: Representation		
<p>M10a: Pre-Kindergarten through Grade 12 instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:</p> <ul style="list-style-type: none"> • create and use representations to organize, record, and communicate mathematical ideas; • select, apply, and translate among mathematical representations to solve problems; • use representations to model and interpret physical, social, and mathematical phenomena.. 	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <ol style="list-style-type: none"> 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 	<p>Chapter 3: “Communicating and Representing,” p. 162</p> <p>All Interest Area chapters (Chapters 6–16): “Blocks,” “Dramatic Play,” “Toys and Games,” “Art,” “Library,” “Discovery,” “Sand and Water,” “Music and Movement,” “Cooking,” “Computers,” and “Outdoors,” pp. 243–522</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p>Mathematics: The Creative Curriculum[®] Approach (in press)</p> <p>Chapter 2: “Representations”</p>
Science		
S1: Scientific Inquiry		
<p>S1a: Asks questions about objects, organisms, and events in the immediate environment</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ol style="list-style-type: none"> 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 	<p>Chapter 3: “Science,” pp. 142–145</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p>The Creative Curriculum[®] Study Starters</p> <p>“What Children Want to Know,” p. 7</p> <p>“Integrate Content Area Learning: Science,” p. 10</p>
<p>S1b: Accesses information by asking questions.</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>42. Asks questions</p> <ol style="list-style-type: none"> I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding 	<p>Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p>The Creative Curriculum[®] Study Starters</p> <p>“What Children Want to Know,” p. 7</p> <p>“Integrate Content Area Learning: Science,” p. 10</p>

DoDEA Content Standards	<i>Creative Curriculum</i> ® Objectives and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
S1c: Conducts simple explorations through observation and active play	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>25. Explores cause and effect</p> <ul style="list-style-type: none"> 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 	<p>Chapter 2: “Choice Time,” pp. 87–88</p> <p>Chapter 3: “Science,” pp. 142–145</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174</p> <p>Interest Area chapters (Chapters 6, 7, 9, 11, 12, 14): “Blocks,” “Toys and Games,” “Art,” “Discovery,” “Sand and Water,” and “Cooking,” pp. 243–491</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Sample Investigations,” pp. 14–23</p>
S1d: Uses simple equipment and tools to extend the senses	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	<p>Chapter 3: “Technology,” pp. 156–160</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Enhancements to Interest Areas: Discovery, Sand and Water, Cooking, Computers,” p.13</p> <p>“Sample Investigations,” pp. 14–23</p> <p>See especially: <i>Water Pipes, Wheels</i></p>
S1e: Uses observations to answer questions.	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> 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 	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86</p> <p>Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175; “Interacting With Children to Promote Learning,” pp. 175–178</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Sample Investigations,” pp. 14–23</p>
S1f: Communicates explorations through speaking, drawing and writing	<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 	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86</p> <p>Chapter 4: “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187</p> <p>Chapter 9: “Stages in Painting and Drawing,” pp. 337–338</p> <p>Chapter 10: “Developmental Steps in Writing,” pp. 367–369</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Sample Investigations,” pp. 14–23</p> <p>“Celebrate Learning,” p. 25</p>

DoDEA Content Standards	<i>Creative Curriculum</i> ® Objectives and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
S2: History and Nature of Science		
S2a: Demonstrates curiosity during active play and explorations	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	Chapter 2: “Choice Time,” pp. 87–88 Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Interest Area chapters (6, 7, 9, 11, 12, 14, 15, 16): “Blocks,” “Toys and Games,” “Art,” “Discovery,” “Sand and Water,” “Cooking,” “Computers,” and “Outdoors,” pp. 243–491 <i>The Creative Curriculum</i>® Study Starters “Enhancements to Interest Areas: Blocks, Toys and Games, Art, Discovery, Sand and Water, Cooking, Computers,” p. 13 “Sample Investigations,” pp. 14–23
S2b: Recognizes that in science it is possible to work alone or as a team	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 2: “Creating a Classroom Community,” pp. 102–122 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 <i>The Creative Curriculum</i>® Study Starters “Sample Investigations,” pp. 14–23
S2c: Recognizes how science and technology are used in their everyday lives	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 3: “Science,” pp. 142–145; “Technology,” pp. 156–160 Chapter 11: “Discovery,” pp. 381–401 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology” <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Science, Technology” pp. 10-11 “Enhancements to Interest Areas: Discovery, Cooking, Computers,” p. 13 See especially: <i>Boxes, Buildings, Chairs & Things to Sit On, Rocks, Water Pipes, Wheels</i>
S3: Science in Personal and Social Perspectives		
S3a: Demonstrates personal and group safety during active exploration and observation	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 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	Chapter 11: “Take-Aparts and Safety,” p. 390 Chapter 14: “Health and Safety Considerations in the Cooking Area,” pp. 450–452

DoDEA Content Standards	<i>Creative Curriculum</i>[®] Objectives and Developmental Steps	<i>The Creative Curriculum</i>[®] for Preschool and related publications
S3b: Identifies resources in their immediate environment	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	<p>All Interest Area chapters (Chapters 6–16): “Blocks,” “Dramatic Play,” “Toys and Games,” “Art,” “Library,” “Discovery,” “Sand and Water,” “Music and Movement,” “Cooking,” “Computers,” and “Outdoors,” pp. 243–522</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p><i>The Creative Curriculum</i>[®] Study Starters “Enhancements to Interest Areas: Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, Computers, Outdoors,” p. 13 See especially: <i>Rocks, Flowers, Trash & Garbage</i></p>
S3c: Practices conservation of resources.	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>7. Respects and cares for classroom environment and materials</p> <p>I. Uses materials in appropriate ways</p> <p>II. Puts away used materials before starting another activity</p> <p>III. Begins to take responsibility for care of the classroom environment</p>	<p>Chapter 3: “Earth and the Environment,” pp. 144, 145; “People and the Environment,” p. 148, 151</p> <p>Chapter 16: “Outdoors,” pp. 493–522, especially “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519</p> <p><i>The Creative Curriculum</i>[®] Study Starters “Integrate Content Area Learning: Science,” p. 10 “Integrate Content Area Learning: Social Studies,” p. 10 See especially: <i>Trash & Garbage</i></p>
S4: Science and Technology		
S4a: Recognizes that tools and technology can be used to observe, measure, and make things.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	<p>Chapter 3: “Measurement,” pp. 137–138, 141; “Data Collection, Organization, and Representation,” pp. 138–139, 141</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p> <p><i>The Creative Curriculum</i>[®] Study Starters “Integrate Content Area Learning: Technology,” p. 11 See especially: <i>Boxes, Buildings, Water Pipes, Wheels</i></p>

DoDEA Content Standards	<i>Creative Curriculum</i>[®] Objectives and Developmental Steps	<i>The Creative Curriculum</i>[®] for Preschool and related publications
S4b: Identifies ways tools and technology are used at home and school	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150; “Technology Tools,” p. 158, 160; “People and Technology,” pp. 158–159, 160 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p> <p><i>The Creative Curriculum</i>[®] Study Starters “Integrate Content Area Learning: Technology,” p. 11 “Enhancements to Interest Areas: Dramatic Play, Discovery,” p. 13 See especially: <i>Buildings, Water Pipes, Wheels</i></p>
S4c: Recognizes that people are always inventing new tools and ways of doing things	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	<p>Chapter 2: “Choice Time,” pp. 87–88 Chapter 3: “Technology,” pp. 156–160 All Interest Area chapters (Chapters 6–16): “Blocks,” “Dramatic Play,” “Toys and Games,” “Art,” “Library,” “Discovery,” “Sand and Water,” “Music and Movement,” “Cooking,” “Computers,” and “Outdoors,” pp. 243–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p> <p><i>The Creative Curriculum</i>[®] Study Starters “Integrate Content Area Learning: Technology,” p. 11 “Integrate Content Area Learning: Science, Social Studies, Literacy, Math, The Arts, Technology,” pp. 10–11</p>
S5: Physical Science		
S5a: Identifies observable properties of objects and materials	<p>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</p>	<p>Chapter 3: “Physical Science,” pp. 142–143, 145 Interest Area chapters: “Blocks,” “Toys and Games,” “Art,” “Discovery,” “Sand and Water,” “Cooking,” and “Outdoors,” pp. 243–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p><i>The Creative Curriculum</i>[®] Study Starters “Enhancements to Interest Areas: Blocks, Toys and Games, Art, Discovery, Sand and Water, Cooking, Outdoors,” p. 13 “Sample Investigations,” pp. 14–23 See especially: <i>Buildings, Rocks, Shadows, Water Pipes</i></p>

DoDEA Content Standards	<i>Creative Curriculum</i> ® Objectives and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
S5b: Explores how objects move	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>25. Explores cause and effect</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Physical Science,” pp. 142–143, 145</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Enhancements to Interest Areas: Toys and Games, Discovery,” p. 13</p> <p>“Sample Investigations,” pp. 14–23</p> <p>See especially: <i>Shadows, Water Pipes, Wheels</i></p>
S5c: Explores and identifies observable properties of light, heat, and magnets	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Physical Science,” pp. 142–143, 145</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Integrate Content Area Learning: Science,” p. 10</p> <p>“Enhancements to Interest Areas: Discovery, Cooking,” p. 13</p> <p>“Sample Investigations,” pp. 14–23</p> <p>See especially: <i>Shadows</i></p>
S6: Life Science		
S6a: Explores the differences between living and non-living things	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Life Science,” pp. 143–144, 145</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Integrate Content Area Learning: Science,” p. 10</p> <p>“Enhancements to Interest Areas: Discovery, Cooking,” p. 13</p> <p>“Sample Investigations,” pp. 14–23</p> <p>See especially: <i>Ants, Exercise, Flowers</i></p>

DoDEA Content Standards	<i>Creative Curriculum</i> ® Objectives and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
S6b: Observes and describes change in personal growth and change in living organisms	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	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science” <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery, Outdoors,” p. 13 “Sample Investigations,” pp. 14–23 See especially: <i>Ants, Exercise, Flowers</i>
S6c: Develops sensitivity to the needs of living organisms in their environment	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	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Caring for Living Things,” pp. 500–501 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science” <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery, Outdoors,” p. 13 “Sample Investigations,” pp. 14–23 See especially: <i>Ants, Exercise, Flowers</i>
S7: Earth and Space Sciences		
S7.a. Explores and identifies simple properties of soil and water	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery, Outdoors,” p. 13 “Sample Investigations,” pp. 14–23 See especially: <i>Water Pipes</i>
S7b: Observes changes in weather over time	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery, Outdoors,” p. 13 “Sample Investigations,” pp. 14–23

DoDEA Content Standards	<i>Creative Curriculum</i> ® Objectives and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
S7c: Observes and identifies changes in the Earth and sky	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	<p>Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery, Outdoors,” p. 13 “Sample Investigations,” pp. 14–23 See especially: <i>Rocks, Shadows</i></p>
Social Studies		
SS1: Citizenship		
SS1a: The student demonstrates appropriate social interactions that include sharing, compromise, and respect for others.	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>11. Recognizes the feelings of others and responds appropriately</p> <ul style="list-style-type: none"> 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 <p>12. Shares and respects the rights of others</p> <ul style="list-style-type: none"> 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 	<p>Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Building a Relationship With Each Child,” pp. 103–105; “Teaching Social Problem-Solving Skills,” pp. 110–115 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10</p>
SS2: Culture		
SS2a: The student recognizes various types of families, shelters, food, clothing and customs.	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	<p>Chapter 1: “Individual Differences,” pp. 27–41 Chapter 3: “People and How They Live,” pp. 147–148, 150; “Drama,” pp. 153–154, 155 Chapter 5: “Appreciating Family Differences,” pp. 212–213 Chapter 7: “Dramatic Play,” pp. 271–293</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13 “Sample Investigations,” pp. 14–23 See especially: <i>Buildings, Clothes</i></p>

DoDEA Content Standards	<i>Creative Curriculum</i> ® Objectives and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
SS3: Time, Continuity, and Change		
SS3a: The student tells others about the daily routine and participates in planning for future events.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 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	Chapter 2: “Daily Events,” pp. 82–92, especially “The Daily Schedule,” pp. 92–97; “Large-Group Time,” pp. 84–85
SS4: Space and Place		
SS4a: The student identifies familiar places in their classroom, school, and community.	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 3: “Spaces and Geography,” pp. 146–147, 150; “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13
SS5: Individual Development and Identity		
SS5a: The student demonstrates self-direction and independence.	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	Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 <i>The Creative Curriculum</i>® Study Starters “What Children Want to Know,” p. 7
SS6: Individuals, Groups, and Institutions		
SS6a: The student uses multiple strategies to resolve conflicts.	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	Chapter 2: “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Responding to Challenging Behavior,” pp. 116–122, especially “Coaching Children on How to Be Assertive,” p. 120 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” <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10

DoDEA Content Standards	<i>Creative Curriculum</i> [®] Objectives and Developmental Steps	<i>The Creative Curriculum</i> [®] for <i>Preschool</i> and related publications
SS6b: The student follows classroom rules and expectations.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 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	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110
SS7: Production, Distribution, and Consumption		
SS7a: The student distributes resources according to the goal of the task.	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	Chapter 2: “Mealtimes,” pp. 89–91 Chapter 3: “People and the Environment,” p. 148, 151 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area” <i>The Creative Curriculum</i>[®] Study Starters “What Children Want to Know,” p. 7 See especially: <i>Boxes, Buildings, Rocks, Trash & Garbage, Wheels</i>
SS8: Power, Authority, and Governance		
SS8a: The student self-regulates their behavior within different activities and environments.	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 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	Chapter 2: “Helping Children to Regain Control,” pp. 121–122 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” <i>The Creative Curriculum</i>[®] Study Starters “Integrate Content Area Learning: Social Studies,” p. 10
SS9: Science, Technology, and Society		
SS9a: The student cares for the environment by cleaning and organizing their classroom.	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	Chapter 2: “Displaying and Labeling Materials,” pp. 65–672; “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 <i>The Creative Curriculum</i>[®] Study Starters “What Children Already Know,” p. 6 “What Children Want to Know,” p. 7 See especially: <i>Boxes, Trash & Garbage</i>

DoDEA Content Standards	<i>Creative Curriculum</i> [®] Objectives and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool and related publications
SS9b: The student uses technology that is available within their classroom.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 3: “Technology,” pp. 156–160 Chapter 10: “Library,” pp. 351–379 Chapter 11: “Discovery,” pp. 381–401 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”
SS10: Global Connections		
SS10a: The student works and plays with a variety of children.	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	Chapter 2: “Choice Time,” pp. 87–88 “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”
PHYSICAL EDUCATION		
PESK Personal and Social Development Skills		
PESK1: participate fully and communicate cooperatively with others;	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	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108
PESK2: perform activities safely and follow rules of etiquette and ethical behavior;	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 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	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110
PESK3: display age appropriate self-control and discipline;	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	Chapter 2: “Helping Children to Regain Control,” pp. 121–122
PESK4: display a willingness to receive and use feedback to improve performance;	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”

DoDEA Content Standards	<i>Creative Curriculum</i> [®] Objectives and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool and related publications
PESK5: accept the decisions of and respond positively to teachers/officials in charge of games/activities;	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	Chapter 2: “Building a Relationship With Each Child,” pp. 103–105
PESK6: choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;	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	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 2: “Choice Time,” pp. 87–88 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 <i>The Creative Curriculum</i>[®] Study Starters See especially: <i>Exercise</i>
PESK7: display an interest in and assist and encourage others’ efforts;	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	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”
PESK8: display behaviors that are supportive and inclusive;	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	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”
PESK9: self-initiate behaviors that contribute to personal and partner/group effort;	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 2: “Creating a Classroom Community,” pp. 102–122
PESK10: adjust behavior to prevent/reconcile conflicts.	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	Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115

DoDEA Content Standards	<i>Creative Curriculum</i> [®] Objectives and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool and related publications
PE1: Motor Skills and Movement Patterns		
PE1a: discover personal and general space;	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	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 <i>The Creative Curriculum</i>[®] Study Starters See especially: <i>Exercise</i>
PE1b: explore moving in different ways (e.g., crawl, walk, run, hop, jump);	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	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 <i>The Creative Curriculum</i>[®] Study Starters See especially: <i>Exercise</i>
PE1c: explore shapes (e.g., wide, narrow, round, square), pathways (e.g., straight, curved, zigzag), balance (i.e., different body parts), levels (e.g., high, middle, low), and speed (quick, slow) in movements;	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	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “How Music and Movement Promote Development: Physical Development,” p. 423, p. 425 Chapter 16: “How Outdoor Play Promotes Development: Physical Development,” pp. 493–494 <i>The Creative Curriculum</i>[®] Study Starters See especially: <i>Boxes, Chairs & Things to Sit On, Exercise</i>
PE1d: throw, catch, and kick from a stationary position;	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	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 16: “How Outdoor Play Promotes Development: Physical Development,” pp. 493–494 <i>The Creative Curriculum</i>[®] Study Starters See especially: <i>Exercise</i>
PE1e: explore movement through different rhythmic beats;	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 13: “Music and Movement,” pp. 423–441, especially “How Music and Movement Promote Development: Physical Development,” p. 432, p. 425
PE1f: demonstrate fundamental motor patterns by imitating animal movements;	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 13: “Music and Movement,” pp. 423–441, especially “How Music and Movement Promote Development: Physical Development,” p. 432, p. 425

DoDEA Content Standards	<i>Creative Curriculum</i> ® Objectives and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
PE1g: recognize basic terminology of movement (e.g., high, low, slow, fast, light, heavy, in, out, under, over, through);	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 13: “Music and Movement,” pp. 423–441, especially “How Music and Movement Promote Development: Physical Development,” p. 432, p. 425
PE1h: follow simple rules and safety procedures given by the teacher.	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>9. Follows classroom rules</p> <p>I. Follows classroom rules with reminders</p> <p>II. Understands and follows classroom rules without reminders</p> <p>III. Follows and understands reasons for classroom rules</p>	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110
PE2: Physical Activity and Fitness		
PE2a: participate in moderate physical activities regularly (e.g., unstructured play with friends, family, or organized movement experiences for young children);	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	<p>Chapter 13: “How Music and Movement Promote Development: Physical Development,” p. 423, p. 425</p> <p>Chapter 16: “How Outdoor Play Promotes Development: Physical Development,” pp. 493–494</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>See especially: <i>Exercise</i></p>
PE2b: engage for short periods of time in moderate-to-vigorous physical activities that cause increased heart rate, breathing rate, and perspiration (e.g., crawling, walking, running);	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <p>I. Moves with direction and beginning coordination</p> <p>II. Moves with direction and increasing coordination</p> <p>III. Moves with direction and refined coordination</p> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <p>I. Pedals in forward direction, steering around wide corners</p> <p>II. Pedals and steers around obstacles and sharp corners</p> <p>III. Rides with speed and control</p>	<p>Chapter 13: “How Music and Movement Promote Development: Physical Development,” p. 423, p. 425</p> <p>Chapter 16: “How Outdoor Play Promotes Development: Physical Development,” pp. 493–494</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>See especially: <i>Exercise</i></p>
PE2c: lift and support one’s own weight in selected activities that develop muscular strength and endurance of arms, shoulders, abdomen, and legs (e.g., hanging, hopping, jumping);	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <p>I. Moves with direction and beginning coordination</p> <p>II. Moves with direction and increasing coordination</p> <p>III. Moves with direction and refined coordination</p>	<p>Chapter 13: “How Music and Movement Promote Development: Physical Development,” p. 423, p. 425</p> <p>Chapter 16: “How Outdoor Play Promotes Development: Physical Development,” pp. 493–494</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>See especially: <i>Exercise</i></p>

DoDEA Content Standards	<i>Creative Curriculum</i> ® Objectives and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
PE2d: demonstrate a stretch that will help increase the range of motion of a joint (e.g., perform a sit-and-reach stretch to demonstrate how to stretch the hamstrings and lower back muscles);	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 13: “How Music and Movement Promote Development: Physical Development,” p. 423, p. 425 Chapter 16: “How Outdoor Play Promotes Development: Physical Development,” pp. 493–494 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Exercise</i>
PE2e: demonstrate the ability to breathe slowly and deeply to relax;	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 13: “How Music and Movement Promote Development: Physical Development,” p. 423, p. 425
PE2f: recognize that physical activity promotes good health;	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 13: “How Music and Movement Promote Development: Physical Development,” p. 423, p. 425 Chapter 16: “How Outdoor Play Promotes Development: Physical Development,” pp. 493–494 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Exercise</i>
PE2g: identify changes in the body (e.g., breathing, heart rate) and the importance of replenishing the body with water during physical activity.	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 3: “Life Science,” pp. 143–144, 145 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Exercise</i>
HEALTH EDUCATION		
Health Education: Pre-Kindergarten		
HESK Health Literacy Skills		
HESK1: access valid health information;	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	Chapter 14: “Cooking,” pp. 443–469
HESK2: practice health-enhancing behavior;	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	Chapter 2: “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92; “Transition Times,” pp. 88–89 Chapter 14: “Cooking,” pp. 443–469 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Exercise</i>
HESK3: analyze influences on health;	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 2: “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92; “Transition Times,” pp. 88–89 Chapter 14: “Cooking,” pp. 443–469

DoDEA Content Standards	<i>Creative Curriculum</i>[®] Objectives and Developmental Steps	<i>The Creative Curriculum</i>[®] for Preschool and related publications
HESK4: use interpersonal communications skills to enhance health;	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 2: “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92; “Transition Times,” pp. 88–89 Chapter 14: “Cooking,” pp. 443–469
HESK5: use goal setting and decision making skills to enhance health; and	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 2: “Rest Time,” pp. 91–92; “Mealtimes,” pp. 89–91; “Transition Times,” pp. 88–89 Chapter 14: “Cooking,” pp. 443–469 <i>The Creative Curriculum</i>[®] Study Starters See especially: <i>Exercise</i>
HESK6: advocate for health.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110
HE1: Personal and Community Health		
HE1a: practice age-appropriate disease prevention behaviors (e.g., covering mouth, using tissues, washing and drying hands).	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	Chapter 2: “Rest Time,” pp. 91–92; “Mealtimes,” pp. 89–91; “Transition Times,” pp. 88–89
HE2: Safety and Injury Prevention		
HE2a: tell the difference between emergency and non-emergency situations; and	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110
HE2b: identify safety rules and practices used in home and school.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 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	Chapter 11: “Take-Aparts and Safety,” p. 390 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,” pp. 517–518
HE3: Nutrition and Physical Activity		
HE3a: describe appropriate food choices for snacks; and	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	Chapter 2: “Mealtimes,” pp. 89–91 Chapter 14: “Cooking,” pp. 443–469 <i>The Creative Curriculum</i>[®] Study Starters See especially: <i>Exercise</i>

DoDEA Content Standards	<i>Creative Curriculum</i> ® Objectives and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
HE3b: explore a variety of physical activities.	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) <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 16. Climbs up and down <ul style="list-style-type: none"> 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 	Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Exercise</i>
HE4: Mental Health		
HE4a: explore ways to express needs, wants, and feelings; and	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately <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 	Chapter 2: “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122
HE4b: explore ways to communicate care, consideration, and respect of self and others.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 4. Stands up for rights <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 	Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108
HE5: Alcohol, Tobacco, and Other Drugs		
HE5a: recognize danger labels on products.	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110
HE6: Family Life and Human Sexuality		
HE6a: identify family members and responsibilities within family units; and	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 5: “The Family’s Role,” pp. 211–241 Chapter 7: “Dramatic Play,” pp. 271–293
HE6b: describe relationships that exist within the family.	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 5: “The Family’s Role,” pp. 211–241 Chapter 7: “Dramatic Play,” pp. 271–293

DoDEA Content Standards	<i>Creative Curriculum</i> [®] Objectives and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool and related publications
VISUAL ARTS		
VA1: Media, Techniques, and Processes		
VA1a: The student experiments with a variety of media and materials.	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	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” <i>The Creative Curriculum</i>[®] Study Starters “Enhancements to Interest Areas: Art,” p. 13
VA1b: The student uses a variety of media to create original works of art.	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	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” <i>The Creative Curriculum</i>[®] Study Starters “Enhancements to Interest Areas: Art,” p. 13
VA1c: The student discusses ideas, experiences, feelings represented in personal artwork.	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	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” <i>The Creative Curriculum</i>[®] Study Starters “Enhancements to Interest Areas: Art,” p. 13
VA2: Structures and Functions		
VA2a: The student explores the elements of art (i.e., lines, shapes, colors).	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”
VA2b: The student uses lines, forms, shapes, colors, and texture to create personal artwork.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”
VA3: Subject Matter, Symbols, and Ideas		
VA3a: The student views works of art created by others.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”
VA3b: The student discusses works of art created by others.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”

DoDEA Content Standards	<i>Creative Curriculum</i>[®] Objectives and Developmental Steps	<i>The Creative Curriculum</i>[®] for Preschool and related publications
VA3c: The student interprets meaning, ideas, or themes in works of art created by others.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”
VA4: History and Culture		
VA4a: The student participates in arts that are part of own community and culture.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” <i>The Creative Curriculum</i>[®] Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 “Integrate Content Area Learning: The Arts,” p. 11
VA4b: The student participates in arts that are part of other communities or cultures.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” <i>The Creative Curriculum</i>[®] Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 “Integrate Content Area Learning: The Arts,” p. 11
VA4c: The student identifies differences and similarities in artwork from own and other communities or cultures.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” <i>The Creative Curriculum</i>[®] Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 “Integrate Content Area Learning: The Arts,” p. 11
VA5: Characteristics and Merits of Work		
VA5a: The student describes personal artwork.	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	Chapter 9: “Talking With Children About Their Art,” pp. 342–344
VA5b: The student responds to artwork of self and others through comments or asking questions.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 9: “Nurturing Children’s Appreciation of Art,” p. 345

DoDEA Content Standards	<i>Creative Curriculum</i>[®] Objectives and Developmental Steps	<i>The Creative Curriculum</i>[®] for Preschool and related publications
VA5c: The student uses developmentally appropriate artistic terminology to tell what they like about the artwork they analyze.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 9: “Nurturing Children’s Appreciation of Art,” p. 345
VA6: Connections to Other Disciplines		
VA6a: The student integrates what is learned in art with other curricular areas.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” <i>The Creative Curriculum</i>[®] Study Starters “Integrate Content Area Learning: The Arts,” p. 11
VA7: Technology Integration		
VA7a: The student views and discusses artwork created with technology.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 15: “Computers,” pp. 471–491 <i>The Creative Curriculum</i>[®] Study Starters “Integrate Content Area Learning: The Arts,” p. 11 “Integrate Content Area Learning: Technology,” p. 11
MUSIC		
MU1: Performs alone and/or with others a varied repertoire of music.		
MU1a: The student sings a variety of familiar rhymes, songs, and or chants with/for others.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 13: “Music and Movement,” pp. 423–441 <i>The Creative Curriculum</i>[®] Study Starters “Enhancements to Interest Areas: Music and Movement,” p. 13
MU2: Reads and notates music.		
MU2a: The student looks at musical notation and words while singing songs.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 13: “Music and Movement,” pp. 423–441
MU3: Listens to, responds to, and describes music.		
MU3a: The student listens to a variety of music.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 13: “Music and Movement,” pp. 423–441 <i>The Creative Curriculum</i>[®] Study Starters “Enhancements to Interest Areas: Music and Movement,” p. 13
MU3b: The student moves to music created by self and others.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 13: “Music and Movement,” pp. 423–441 <i>The Creative Curriculum</i>[®] Study Starters “Enhancements to Interest Areas: Music and Movement,” p. 13

DoDEA Content Standards	<i>Creative Curriculum</i>[®] Objectives and Developmental Steps	<i>The Creative Curriculum</i>[®] for Preschool and related publications
MU3c: The student talks about music and movement created by self and others.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 13: “Music and Movement,” pp. 423–441
MU4: History and Culture		
MU4a: The student listens to a variety of instruments, vocalizations, or sounds that are part of their own community and culture.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 13: “Music and Movement,” pp. 423–441 <i>The Creative Curriculum</i>[®] Study Starters “Enhancements to Interest Areas: Music and Movement,” p. 13
MU4b: The student joins in music and movement activities that are part of their own culture and community.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 13: “Music and Movement,” pp. 423–441 <i>The Creative Curriculum</i>[®] Study Starters “Enhancements to Interest Areas: Music and Movement,” p. 13
MU4c: The student uses instruments, vocalizations, sounds or creative movement to express ideas and experiences.	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 13: “Music and Movement,” pp. 423–441 <i>The Creative Curriculum</i>[®] Study Starters “Enhancements to Interest Areas: Music and Movement,” p. 13
MU5: Characteristics and Merits of Works and Performances		
MU5a: The student describes music and identifies what they like and dislike about a work by using developmentally appropriate vocabulary (fast, slow, loud, soft).	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 13: “Music and Movement,” pp. 423–441
MU6: Connections to Other Disciplines		
MU6a: The student uses music to express ideas from other disciplines in the curriculum (e.g., sings a number or alphabet song).	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 13: “Music and Movement,” pp. 423–441
MU7: Technology Integration		
MU7a: The student uses technology to produce and listen to music (e.g., keyboard, microphone, headphones).	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.	Chapter 13: “Music and Movement,” pp. 423–441 Chapter 15: “Computers,” pp. 471–491 <i>The Creative Curriculum</i>[®] Study Starters “Integrate Content Area Learning: The Arts,” p. 11