

**Alignment of Georgia’s Pre-K Program 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**
- ***Literacy: The Creative Curriculum*® Approach**
- ***Mathematics: The Creative Curriculum*® Approach**
- ***The Creative Curriculum*® Study Starters**

The Creative Curriculum for Preschool is a comprehensive curriculum that 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.

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 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 shows teachers how to plan focused lessons and maximize literacy learning opportunities throughout the day.

Mathematics: The Creative Curriculum Approach shows teachers how to plan focused lessons and maximize mathematics learning opportunities throughout the day.

The Creative Curriculum Study Starters (Vol. 1: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, and Balls*; Vol. 2: *Chairs & Things to Sit On, Wheels, Water Pipes, Exercise, Trash & Garbage, Shadows*) 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.

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References

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Georgia's Pre-K Program Performance Indicators	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications from <i>The Creative Curriculum</i> ® System
LANGUAGE AND LITERACY DEVELOPMENT		
LD 1. Children will develop skills in listening for the purpose of comprehension		For all LD 1 Performance Indicators, see also: <i>The Creative Curriculum</i>® Literacy Kit 1: Guided Learning—Listening and Speaking
LD 1a Listens to and follows spoken directions	LANGUAGE DEVELOPMENT—Listening and Speaking 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps	Chapter 3: “Comprehension,” pp. 129–130, 133 Sections in all Interest Area chapters: “How ___ Promotes Language Development” Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Comprehension,” pp. 33–38 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Activities Focused on Comprehension: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Listening and Responding to Language,” p. 274
LD 1b Responds to questions	LANGUAGE DEVELOPMENT—Listening and Speaking 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Asking Children Questions,” pp. 177–178; “Asking Children Open-Ended Questions,” pp. 177–178 Section in all Interest Area chapters: “Interacting With Children in the ___ Area” Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Comprehension,” pp. 33–38 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Activities Focused on Comprehension: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Listening and Responding to Language,” p. 274
LD 1 c Listens to recordings and shows understanding through body language or by interacting appropriately.	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	Chapter 10: “Listening to Tapes With Children,” p. 374 Literacy: <i>The Creative Curriculum</i>® Approach Activities Focused on Comprehension: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Listening and Responding to Language,” p. 274

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LD 1 d Listens to stories read aloud and shows understanding through body language or by interacting appropriately.	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	Chapter 10: ““Reading Books to Children,” pp. 370–373 Literacy: <i>The Creative Curriculum</i>[®] Approach Chapter 3: “Reading Aloud,” pp. 79–90 Activities Focused on Comprehension: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Listening and Responding to Language,” p. 274
LD 1 e Begins to distinguish fact from fiction in a read aloud text	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	Chapter 3: “Comprehension,” pp. 129–130, 133 Literacy: <i>The Creative Curriculum</i>[®] Approach Chapter 1: “Comprehension,” pp. 33–38 Chapter 3: “Reading Aloud,” pp. 79–90 Activities Focused on Comprehension: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Listening and Responding to Language,” p. 274
LD 1 f Makes predictions from pictures and titles	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	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 Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143 Activities Focused on Comprehension: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Motivation for Reading,” p. 280; “Comprehension,” p. 284
LD 1 g Uses pictures or symbols to identify concepts	LANGUAGE DEVELOPMENT—Reading and Writing 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print	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 Activities Focused on Knowledge of Print: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope & Sequence for Language and Literacy “Concepts of Books,” p. 281; “Print Concepts,” p. 282; “Comprehension,” p. 284
LD 1 h Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story)	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Retelling Stories With Children,” p. 373 Literacy: <i>The Creative Curriculum</i>[®] Approach Chapter 3: “Story Retelling,” pp. 101–108, especially “Supporting Children’s Story Retelling,” pp. 104–107 Activities Focused on Comprehension: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope & Sequence for Language and Literacy “Concepts of Books,” p. 281; “Comprehension,” p. 284

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LD 2. Children will learn to discriminate the sounds of language (phonological awareness)		For all LD 2 Performance Indicators, see also: <i>The Creative Curriculum</i>® Literacy Kit 1: Guided Learning—Listening and Speaking
LD 2 a Differentiates sounds that are the same and different	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: “Listening for Understanding,” p. 365 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Phonological Awareness,” pp. 16–21 Activities Focused on Phonological Awareness: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Listening,” p. 276; “Onset and Rime,” p. 279; “Phonemic Awareness,” p. 279
LD 2 b Repeats rhymes, poems and finger plays	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: “Listening for Understanding,” p. 365 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Phonological Awareness,” pp. 16–21 Activities Focused on Phonological Awareness: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Rhyming,” p. 276; “Phonemic Awareness,” p. 279
LD 2 c Recognizes the same beginning sounds in different words (alliteration)	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: “Listening for Understanding,” p. 365 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Phonological Awareness,” pp. 16–21 Activities Focused on Phonological Awareness: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Alliteration,” p. 277; “Phonemic Awareness,” p. 279
LD 2 d Shows growing ability to hear and discriminate separate syllables in words	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: “Listening for Understanding,” p. 365 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Phonological Awareness,” pp. 16–21 Activities Focused on Phonological Awareness: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Syllables,” p. 278

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LD 2 e Creates and invents words by substituting one sound for another	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: “Listening for Understanding,” p. 365 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Phonological Awareness,” pp. 16–21 Activities Focused on Phonological Awareness: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Alliteration,” p. 277; “Sentences and Words,” p. 278; “Onset and Rime,” p. 279; “Phonemic Awareness,” p. 279
LD 3. Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books		For all LD 3 Performance Indicators, see also: <i>The Creative Curriculum</i>® Literacy Kits: Kit 1: Guided Learning—Listening and Speaking Kit 2: Guided Learning—Reading and Writing Kit 3: Independent Explorations—Library Kit 4: Independent Explorations—Interest Areas
LD 3 a Increases vocabulary through everyday communication	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Section in all Interest Area chapters: “How ___ Promotes Language Development” Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Activities Focused on Vocabulary and Language: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope & Sequence for Language and Literacy “Listening and Responding to Language,” p. 274; “Self-Expression,” p. 275
LD 3 b Uses new vocabulary words correctly within the context of play or other classroom experiences	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “What Children Learn in the ___ Area: Literacy” Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Activities Focused on Vocabulary and Language: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope & Sequence for Language and Literacy “Listening and Responding to Language,” p. 274; “Self-Expression,” p. 275

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LD 3 c Connects new vocabulary with prior educational experiences	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “What Children Learn in the ___ Area: Literacy” Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Playing: Children’s Work,” pp. 120–126; “Studies: Using Literacy to Learn,” pp. 127–131 Activities Focused on Vocabulary and Language: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope & Sequence for Language and Literacy “Listening and Responding to Language,” p. 274; “Self-Expression,” p. 275
LD 4. Children will develop and expand expressive language skills (speaking)		For all LD 4 Performance Indicators, see also: <i>The Creative Curriculum</i>® Literacy Kits: Kit 1: Guided Learning—Listening and Speaking Kit 3: Independent Explorations—Library Kit 4: Independent Explorations—Interest Areas
LD 4 a Uses language for a variety of purposes	LANGUAGE DEVELOPMENT—Listening and Speaking 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “What Children Learn in the ___ Area: Literacy;” “Interacting With Children in the ___ Area” Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Activities Focused on Vocabulary and Language: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope & Sequence for Language and Literacy “Listening and Responding to Language,” p. 274; “Self-Expression,” p. 275
LD 4 b Engages in conversations with adults and children	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 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “What Children Learn in the ___ Area: Literacy;” “Interacting With Children in the ___ Area” Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Activities Focused on Vocabulary and Language: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope & Sequence for Language and Literacy “Listening and Responding to Language,” p. 274; “Self-Expression,” p. 275

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LD 4 c Uses complete sentences of increasing length in conversation	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “What Children Learn in the ___ Area: Literacy;” “Interacting With Children in the ___ Area” Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Activities Focused on Vocabulary and Language: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope & Sequence for Language and Literacy “Listening and Responding to Language,” p. 274; “Self-Expression,” p. 275
LD 4 d Uses language to pretend or create	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play	Chapter 7: “Dramatic Play,” pp. 271–293 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Activities Focused on Vocabulary and Language: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Self-Expression,” p. 275
LD 5. Children will begin to develop age-appropriate strategies that will assist in reading		For all LD 5 Performance Indicators, see also: <i>The Creative Curriculum</i>® Literacy Kits: Kit 2: Guided Learning—Reading and Writing Kit 3: Independent Explorations—Library Kit 4: Independent Explorations—Interest Areas
LD 5 a Demonstrates an interest in books or stories	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10 Scope and Sequence for Language and Literacy “Motivation for Reading,” p. 280
LD 5 b Discusses books or stories read aloud	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 10: “Reading Books to Children,” pp. 370–373 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Books and Other Texts,” pp. 39–42 Chapter 3: “Reading Aloud,” pp. 79–90 Activities Focused on Books and Other Texts: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Motivation for Reading,” p. 280; “Concepts of Books,” p. 281; “Comprehension,” p. 284

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LD 5 c Exhibits book-handling skills	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: “Library,” pp. 351–379 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Knowledge of Print,” pp. 22–27 Activities Focused on Knowledge of Print: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Concepts of Books,” p. 281; “Print Concepts,” p. 282
LD 5 d Associates symbols with objects, concepts and functions	LANGUAGE DEVELOPMENT—Reading and Writing 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print	Chapter 10: “Recognizing That Written Words Are Symbols,” p. 366; “Connecting Written Symbols With Sounds,” p. 366 Literacy: <i>The Creative Curriculum</i>® Approach Activities Focused on Knowledge of Print: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope & Sequence for Language and Literacy “Concepts of Books,” p. 281; “Print Concepts,” p. 282; “Comprehension,” p. 284
LD 5 e Recognizes that print represents spoken words	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: “Understanding the Function and Value of Print,” p. 366 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Knowledge of Print,” pp. 22–27 Activities Focused on Knowledge of Print: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Activities Focused on Books and Other Texts: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Concepts of Books,” p. 281; “Print Concepts,” p. 282
LD 5 f Dramatizes, tells and retells poems and stories	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133 Chapter 10: “Retelling Stories With Children,” p. 373 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Comprehension,” pp. 33–38; “Vocabulary and Language,” pp. 11–15 Chapter 3: “Story Retelling,” pp. 101–108, especially “Supporting Children’s Story Retelling,” pp. 104–107 Activities Focused on Vocabulary and Language: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Activities Focused on Comprehension: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Self-Expression,” p. 275

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LD 5 g Identifies some individual letters of the alphabet	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 Literacy: <i>The Creative Curriculum</i>[®] Approach Chapter 1: “Letters and Words,” pp. 28–32 Activities Focused on Letters and Words: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Alphabet and Word Knowledge,” p. 283
LD 5 h Shares books and engages in pretend-reading with other children	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Literacy: <i>The Creative Curriculum</i>[®] Approach Activities Focused on Vocabulary and Language: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Activities Focused on Comprehension: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Self-Expression,” p. 275; “Motivation for Reading,” p. 280; “Concepts of Books,” p. 281
LD 5 i Recognizes books as a source of information	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: “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 10: “Understanding the Function and Value of Print,” p. 366 Literacy: <i>The Creative Curriculum</i>[®] Approach Chapter 1: “Books and Other Texts,” pp. 39–42 Activities Focused on Books and Other Texts: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Concepts of Books,” p. 281
LD 5 j Connects information and events in books to real-life experiences	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 10: “The Teacher’s Role: “Interacting With Children in the Library Area,” pp. 370–375 Literacy: <i>The Creative Curriculum</i>[®] Approach Chapter 3: “Studies: Using Literacy to Learn,” pp. 127–131 Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143 Scope and Sequence for Language and Literacy “Motivation for Reading,” p. 280; “Concepts of Books,” p. 281

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LD 5 k Participates in oral reading activities	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 10: “Reading Books to Children,” pp. 370–373 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Books and Other Texts,” pp. 39–42 Chapter 3: “Reading Aloud,” pp. 79–90 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190 Activities Focused on Books and Other Texts: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope and Sequence for Language and Literacy “Motivation for Reading,” p. 280; “Concepts of Books,” p. 281; “Comprehension,” p. 284
LD 5 l Recognizes that sentences are composed of separate words	LANGUAGE DEVELOPMENT—Reading and Writing 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133 Chapter 10: “Recognizing That Written Words Are Symbols,” p. 366; “Matching Words With the Printed Text,” p. 366; “Recognizing Printed Words,” p. 366 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 1: “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32 Chapter 3: “Reading Aloud,” pp. 79–90 Activities Focused on Knowledge of Print: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Activities Focused on Letters and Words: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope & Sequence for Language and Literacy “Concepts of Books,” p. 281; “Print Concepts,” p. 282; “Alphabet and Word Knowledge,” p. 283
LD 5 m Uses pictures or symbols to identify concepts	LANGUAGE DEVELOPMENT—Reading and Writing 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print	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 Activities Focused on Comprehension: see “Activity Matrix,” p. 273, and Activities pp. 192–267 Scope & Sequence for Language and Literacy “Concepts of Books,” p. 281; “Print Concepts,” p. 282; “Comprehension,” p. 284

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LD 6 Children will begin to develop age-appropriate writing skills		For all LD 6 Performance Indicators, see also: <i>Kit 2: Guided Learning—Reading and Writing</i>
LD 6 a Experiments with a variety of writing tools, materials and surfaces	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	Chapter 10: “Developmental Steps in Writing,” pp. 367–369 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 3: “Writing,” pp. 109–119; “Supporting Children’s Writing,” pp. 114–118 Scope & Sequence for Language and Literacy “Writing Mechanics,” p. 285
LD 6 b Uses scribbles, shapes, pictures and letters, or other forms of writing Stages of writing: • Pictures • Scribbles (squiggle lines and shapes) • Letter-like forms • Copies letters/words from the environment • Uses letters to represent sounds in words • Labels objects in drawings • Connects words to form sentences • Creates a story with beginning, middle, and end	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 10: “Developmental Steps in Writing,” pp. 367–369 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 3: “Writing,” pp. 109–119; “Supporting Children’s Writing,” pp. 114–118 Scope & Sequence for Language and Literacy “Writing Mechanics,” p. 285
LD 6 c Understands that print is used to communicate ideas and information (writing for a purpose)	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 10: “Promoting Children’s Writing,” p. 374 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 3: “Writing,” pp. 109–119; “Supporting Children’s Writing,” pp. 114–118 Scope & Sequence for Language and Literacy “Purposes of Writing,” p. 285

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LD 6 d Begins to dictate words, phrases, and sentences to an adult recording on paper	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 10: “Promoting Children’s Writing,” p. 374 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 3: “Writing,” pp. 109–119; “Supporting Children’s Writing,” pp. 114–118 Scope & Sequence for Language and Literacy “Purposes of Writing,” p. 285; “Writing Mechanics,” p. 285
LD 6 e Uses left-to-right patterns	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 10: “Promoting Children’s Writing,” p. 374 Literacy: <i>The Creative Curriculum</i>® Approach Chapter 3: “Writing,” pp. 109–119; “Supporting Children’s Writing,” pp. 114–118 Scope & Sequence for Language and Literacy “Writing Mechanics,” p. 285
MATHEMATICAL DEVELOPMENT		
MD 1 Children will begin to develop an understanding of numbers		For all MD 1 Performance Indicators, see also: <i>The Creative Curriculum</i>® Math Kit 1: Number, Geometry & Data
MD 1 a Counts by rote	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 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Mathematics: <i>The Creative Curriculum</i>® Approach Chapter 1: “Number and Operations,” pp. 7–14 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115
MD 1 b Arranges sets of objects in one-to-one correspondence	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 Mathematics: <i>The Creative Curriculum</i>® Approach Chapter 1: “Number and Operations,” pp. 7–14 Activities Focused on Number and Operations: see Activity Matrix, p. 325 Scope of Instruction on Number and Operations: pp. 328–329
MD 1 c Counts objects using one-to-one correspondence	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 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Mathematics: <i>The Creative Curriculum</i>® Approach Chapter 1: “Number and Operations,” pp. 7–14 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Activities Focused on Number and Operations: see Activity Matrix, p. 325 Scope of Instruction on Number and Operations: pp. 328–329

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MD 1 d Compares sets of objects using language	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 8: “How Toys and Games Promote Development: Language Development,” p. 295; “What Children Learn in the Toys and Games Area: Literacy,” p. 304 Mathematics: The Creative Curriculum® Approach Chapter 1: “Number and Operations,” pp. 7–14 Chapter 2: “Communication,” pp. 56–58 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115
MD 1 e Begins to understand concept of part and whole using real objects	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: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Mathematics: The Creative Curriculum® Approach Chapter 1: “Number and Operations,” pp. 7–14 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Activities Focused on Number and Operations: see Activity Matrix, p. 325 Scope of Instruction on Number and Operations: pp. 328–329
MD 1 f Begins to identify ordinal numbers		Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Mathematics: The Creative Curriculum® Approach Chapter 1: “Number and Operations,” pp. 7–14 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115
MD 1 g Associates numeral name with set of objects	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 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 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Activities Focused on Number and Operations: see Activity Matrix, p. 325 Scope of Instruction on Number and Operations: pp. 328–329
MD 1 h Begins to understand the concept of currency as a means of exchange		Chapter 3: “Measurement,” pp. 137–138, 141 Mathematics: The Creative Curriculum® Approach Chapter 1: “Measurement,” pp. 24–30 Activities Focused on Number and Operations: see Activity Matrix, p. 325 Scope of Instruction on Number and Operations: pp. 328–329

Georgia's Pre-K Program Performance Indicators	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications from <i>The Creative Curriculum</i> ® System
MD 1 i Begins to understand the concept of estimation	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 Mathematics: The Creative Curriculum® Approach Chapter 1: “Measurement,” pp. 24–30 Activities Focused on Number and Operations: see Activity Matrix, p. 325 Scope of Instruction on Number and Operations: pp. 328–329
MD 1 j Begins to recognize numbers	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 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 Chapter 1: “Number and Operations,” pp. 7–14 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115
MD 2 Children will create and duplicate simple patterns		For all MD 2 Performance Indicators, see also: <i>The Creative Curriculum® Math Kit 2: Patterns & Measurement</i>
MD 2 a Copies a pattern using sounds or physical movements	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 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 Chapter 1: “Patterns (Algebra),” pp. 31–38 Chapter 4: “Mathematics in the Music and Movement Area,” pp. 148–151 Activities Focused on Patterns (Algebra): see Activity Matrix, p. 325 Scope of Instruction on Patterns (Algebra): pp. 334–335
MD 2 b Recognizes and reproduces simple patterns 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 Mathematics: The Creative Curriculum® Approach Chapter 1: “Patterns (Algebra),” pp. 31–38 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120 Activities Focused on Patterns (Algebra): see Activity Matrix, p. 325 Scope of Instruction on Patterns (Algebra): pp. 334–335
MD 2 c Reproduces and extends a pattern using 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 Mathematics: The Creative Curriculum® Approach Chapter 1: “Patterns (Algebra),” pp. 31–38 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120 Activities Focused on Patterns (Algebra): see Activity Matrix, p. 325 Scope of Instruction on Patterns (Algebra): pp. 334–335

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MD 2 d Independently creates patterns using 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 Mathematics: The Creative Curriculum® Approach Chapter 1: “Patterns (Algebra),” pp. 31–38 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120 Activities Focused on Patterns (Algebra): see Activity Matrix, p. 325 Scope of Instruction on Patterns (Algebra): pp. 334–335
MD 2 e Spontaneously recognizes and identifies patterns in the environment	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Mathematics: The Creative Curriculum® Approach Chapter 1: “Patterns (Algebra),” pp. 31–38 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120 Activities Focused on Patterns (Algebra): see Activity Matrix, p. 325 Scope of Instruction on Patterns (Algebra): pp. 334–335
MD 3 Children will sort and classify objects		For all MD 3 Performance Indicators, see also: <i>The Creative Curriculum® Math Kit 1: Number, Geometry & Data</i>
MD 3 a Matches like objects	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 8: “Toys and Games,” pp. 295–315 Mathematics: The Creative Curriculum® Approach Chapter 1: “Data Analysis,” pp. 39–45 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Activities Focused on Data Analysis: see Activity Matrix, p. 325 Scope of Instruction on Data Analysis: pp. 336–337
MD 3 b Sorts objects using one characteristic	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 8: “Toys and Games,” pp. 295–315 Mathematics: The Creative Curriculum® Approach Chapter 1: “Data Analysis,” pp. 39–45 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Activities Focused on Data Analysis: see Activity Matrix, p. 325 Scope of Instruction on Data Analysis: pp. 336–337

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MD 3 c Classifies objects using more than one characteristic	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 8: “Toys and Games,” pp. 295–315 Mathematics: The Creative Curriculum® Approach Chapter 1: “Data Analysis,” pp. 39–45 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Activities Focused on Data Analysis: see Activity Matrix, p. 325 Scope of Instruction on Data Analysis: pp. 336–337
MD 3 d Sorts and classifies objects using self-selected criteria	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 8: “Toys and Games,” pp. 295–315 Mathematics: The Creative Curriculum® Approach Chapter 1: “Data Analysis,” pp. 39–45 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Activities Focused on Data Analysis: see Activity Matrix, p. 325 Scope of Instruction on Data Analysis: pp. 336–337
MD 3 e Explains sorting or classifying strategy	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 8: “Toys and Games,” pp. 295–315 Mathematics: The Creative Curriculum® Approach Chapter 1: “Data Analysis,” pp. 39–45 Chapter 2: “Reasoning,” pp. 51–55; “Connections,” pp. 59–62 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Activities Focused on Data Analysis: see Activity Matrix, p. 325 Scope of Instruction on Data Analysis: pp. 336–337
MD 3 f Participates in creating and using real and pictorial graphs or other simple representations of data	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 8: “Toys and Games,” pp. 295–315 Mathematics: The Creative Curriculum® Approach Chapter 1: “Data Analysis,” pp. 39–45 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Activities Focused on Data Analysis: see Activity Matrix, p. 325 Scope of Instruction on Data Analysis: pp. 336–337

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MD 4 Children will develop a sense of space and an understanding of basic geometric shapes		For all MD 4 Performance Indicators, see also: <i>The Creative Curriculum</i>[®] Math Kit 1: Number, Geometry & Data
MD 4 a Recognizes, describes, and compares basic geometric 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 Mathematics: <i>The Creative Curriculum</i>[®] Approach Chapter 1: “Geometry and Spatial Sense,” pp. 15–23 Activities Focused on Geometry and Spatial Sense: see Activity Matrix, p. 325 Scope of Instruction on Geometry: pp. 330–331
MD 4 b Uses classroom materials to create shapes		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: <i>The Creative Curriculum</i>[®] Approach Chapter 1: “Geometry and Spatial Sense,” pp. 15–23 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120 Activities Focused on Geometry and Spatial Sense: see Activity Matrix, p. 325 Scope of Instruction on Geometry: pp. 330–331
MD 4 c Uses language to indicate where things are in space: positions, directions, distances, order	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: <i>The Creative Curriculum</i>[®] Approach Chapter 1: “Geometry and Spatial Sense,” pp. 15–23 Chapter 2: “Communication,” pp. 56–58 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120 Activities Focused on Geometry and Spatial Sense: see Activity Matrix, p. 325 Scope of Instruction on Geometry: pp. 330–331

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MD 5 Children will learn how to use a variety of non-standard and standard means of measurement		For all MD 5 Performance Indicators, see also: <i>The Creative Curriculum</i>® Math Kit 2: Patterns & Measurement
MD 5 a Associates and describes the passage of time with actual events	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 3: “Measurement,” pp. 137–138, 141 Chapter 11: “Discovery,” pp. 381–401 Chapter 14: “Cooking,” pp. 443–469 Mathematics: <i>The Creative Curriculum</i>® Approach Chapter 1: “Measurement,” pp. 24–30 Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55; “Connections,” pp. 59–62 Chapter 4: “Mathematics in the Discovery Area,” pp. 138–142; “Mathematics in the Cooking Area,” pp. 152–156 Activities Focused on Measurement: see Activity Matrix, p. 325 Scope of Instruction on Measurement: pp. 332–333
MD 5 b Uses mathematical language to describe experiences involving measurement	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 the following chapters on “Language Development” and “What Children Learn: Literacy:” Chapter 6: “Blocks,” p. 243, 245, 253 Chapter 12: “Sand and Water,” pp. 403, 405, 411 Chapter 14: “Cooking,” pp. 443, 445, 453 Mathematics: <i>The Creative Curriculum</i>® Approach Chapter 1: “Measurement,” pp. 24–30 Chapter 2: “Communication,” pp. 56–58 Chapter 4: “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Sand and Water Area,” pp. 143–147; “Mathematics in the Cooking Area,” pp. 152–156 Activities Focused on Measurement: see Activity Matrix, p. 325 Scope of Instruction on Measurement: pp. 332–333
MD 5 c Measures the passage of time using non-standard or standard measures	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 11: “Discovery,” pp. 381–401 Chapter 14: “Cooking,” pp. 443–469 Mathematics: <i>The Creative Curriculum</i>® Approach Chapter 1: “Measurement,” pp. 24–30 Chapter 4: “Mathematics in the Discovery Area,” pp. 138–142; “Mathematics in the Cooking Area,” pp. 152–156 Activities Focused on Measurement: see Activity Matrix, p. 325 Scope of Instruction on Measurement: pp. 332–333

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MD 5 d Measures the length of objects using non-standard or standard measures	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 6: “Blocks,” p. 243, 245, 253 Chapter 12: “Sand and Water,” pp. 403, 405, 411 Chapter 14: “Cooking,” pp. 443, 445, 453 Mathematics: The Creative Curriculum® Approach Chapter 1: “Measurement,” pp. 24–30 Chapter 4: “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Sand and Water Area,” pp. 143–147; “Mathematics in the Cooking Area,” pp. 152–156 Activities Focused on Measurement: see Activity Matrix, p. 325 Scope of Instruction on Measurement: pp. 332–333
MD 5 e Measures the volume (capacity) of objects using non-standard or standard measures	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 6: “Blocks,” p. 243, 245, 253 Chapter 12: “Sand and Water,” pp. 403, 405, 411 Chapter 14: “Cooking,” pp. 443, 445, 453 Mathematics: The Creative Curriculum® Approach Chapter 1: “Measurement,” pp. 24–30 Chapter 4: “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Sand and Water Area,” pp. 143–147; “Mathematics in the Cooking Area,” pp. 152–156 Activities Focused on Measurement: see Activity Matrix, p. 325 Scope of Instruction on Measurement: pp. 332–333
MD 5 f Measures and compares the weight of objects using non-standard or standard measures	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 6: “Blocks,” p. 243, 245, 253 Chapter 12: “Sand and Water,” pp. 403, 405, 411 Chapter 14: “Cooking,” pp. 443, 445, 453 Mathematics: The Creative Curriculum® Approach Chapter 1: “Measurement,” pp. 24–30 Chapter 4: “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Sand and Water Area,” pp. 143–147; “Mathematics in the Cooking Area,” pp. 152–156 Activities Focused on Measurement: see Activity Matrix, p. 325 Scope of Instruction on Measurement: pp. 332–333
MD 5 g Orders two or more objects by size (seriation)	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 Chapter 8: “Toys and Games,” pp. 295–315 Mathematics: The Creative Curriculum® Approach Chapter 1: “Measurement,” pp. 24–30 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Activities Focused on Measurement: see Activity Matrix, p. 325 Scope of Instruction on Measurement: pp. 332–333

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SCIENTIFIC DEVELOPMENT		
SD 1 Children will use processes of science to actively explore and increase understanding of the environment		
SD 1 a Asks questions about objects, organisms, or events in environment	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: “Science,” pp. 142–145 <i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Integrate Content Area Learning: Science” “Investigate the Topic”
SD 1 b Uses senses to observe, classify, and learn about objects	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: “Science,” pp. 142–145 <i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Integrate Content Area Learning: Science” “Investigate the Topic”
SD 1 c Uses language to describe observation	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	Chapter 3: “Science,” pp. 142–145 Sections in the following chapters on “Language Development” and “What Children Learn: Literacy:” Chapter 11: “Discovery,” pp. 381–401; Chapter 12: “Sand and Water,” pp. 403–421; Chapter 16: “Outdoors,” pp. 493–522 <i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Integrate Content Area Learning: Science” “Investigate the Topic”
SD 1 d Uses simple equipment to experiment, observe, and increase understanding	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas	Chapter 3: “Science,” pp. 142–145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 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 “What Children Want to Find Out” “Integrate Content Area Learning: Science” “Investigate the Topic”

Georgia's Pre-K Program Performance Indicators	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications from <i>The Creative Curriculum</i> ® System
SD 1 e Records observations through dictating to an adult, drawing pictures, or using other forms of 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: “Science,” pp. 142–145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy; Science” <i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “What Children Learn” “Integrate Content Area Learning: Literacy; Science” “Investigate the Topic”
SD 1 f Predicts what will happen next based on previous experience	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas	Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 <i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Integrate Content Area Learning: Science” “Investigate the Topic”
SD 2 Children will acquire scientific knowledge related to life science		
SD 2 a Observes, explores and describes a wide variety of animals and plants	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: “A System for Classroom Jobs,” pp. 73–74 Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519
SD 2 b Recognizes there are basic requirements for all common life forms		<i>The Creative Curriculum</i>® Study Starters See especially: <i>Ants, Flowers, Trash & Garbage</i>
SD 2 c Observes, explores and describes a variety of living and non-living objects	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	
SD 2 d Understands that plants and animals have varying life cycles		
SD 2 e Participates in activities related to preserving the environment		

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SD 3 Children will acquire scientific knowledge related to physical science		
SD 3 a Investigates and describes the states of matter	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: “Physical Science,” pp. 142–143, 145 <i>The Creative Curriculum</i>[®] Study Starters “Investigate the Topic” See especially: <i>Rocks, Boxes, Wheels, Buildings, Water Pipes, Shadows</i>
SD 3 b Describes objects by their physical properties	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	
SD 3 c Explores simple machines		
SD 3 d Investigates different types/speeds of motion	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas	
SD 4 Children will acquire scientific knowledge related to earth science		
SD 4 a Investigates, compares, and contrasts seasonal changes in the immediate environment		Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 <i>The Creative Curriculum</i>[®] Study Starters “Enhancements to Interest Areas: Discovery; Outdoors” See especially: <i>Rocks, Shadows</i>
SD 4 b Discovers through observations that weather can change from day to day	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: “Earth and the Environment,” pp. 144, 145 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 <i>The Creative Curriculum</i>[®] Study Starters “Enhancements to Interest Areas: Discovery; Outdoors” See especially: <i>Clothes</i>
SD 4 c Participates in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars)		Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 <i>The Creative Curriculum</i>[®] Study Starters “Enhancements to Interest Areas: Discovery; Outdoors” See especially: <i>Rocks, Shadows</i>

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SOCIAL STUDIES DEVELOPMENT		
SS 1 Children will develop an appreciation of his/her role as a member of the family, the classroom, and the community		
SS 1 a Begins to understand family structures and roles	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 	Chapter 3: “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” “Enhancements to Interest Areas: Dramatic Play” See especially: <i>Wheels, Clothes, Buildings, Trash & Garbage</i>
SS 1 b Participates in classroom jobs and contributes to the classroom community	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials <ul style="list-style-type: none"> 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: “A System for Classroom Jobs,” pp. 73–74
SS 1 c Becomes aware of the roles, responsibilities and services provided by community workers	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 	Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Social Studies” <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play” See especially: <i>Wheels, Clothes, Buildings, Trash & Garbage</i>
SS 1 d Becomes aware of family and community celebrations and events		Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 3: “People and the Past,” p. 149, 151 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies”

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SS 2 Children will develop a respect for differences in people		
SS 2 a Identifies similarities and differences among people	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want	Chapter 2: “Creating a Classroom Community,” pp. 102–122 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Social Studies” <i>The Creative Curriculum</i>® Study Starters See especially: <i>Wheels, Clothes, Buildings</i>
SS 2 b Demonstrates an emerging awareness and respect for culture and ethnicity	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want	Chapter 2: “Creating a Classroom Community,” pp. 102–122 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Social Studies” <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play” See especially: <i>Clothes, Buildings, Exercise</i>
SS 2 c Demonstrates emerging awareness and respect for abilities		Chapter 2: “Creating a Classroom Community,” pp. 102–122 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Social Studies”
SS 3 Children will express beginning geographic thinking		
SS 3 a Identifies common features in the home and school environment	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: “Spaces and Geography,” pp. 146–147, 150 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Boxes, Rocks, Flowers, Buildings, Shadows</i>
SS 3 b Creates simple representations of home, school, or community	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: “People and How They Live,” pp. 147–148, 150 Chapter 6: “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Buildings, Trash & Garbage, Water Pipes</i> “Integrate Content Area Learning: Social Studies”

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SS 3 c Uses and responds to words to indicate directionality, position, and size	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: "Spaces and Geography," pp. 146–147, 150 <i>The Creative Curriculum</i>® Study Starters "Integrate Content Area Learning: Social Studies"
SS 3 d Develops awareness of the community, city, and state in which he/she lives		Chapter 2: "Creating a Classroom Community," pp. 102–122 Chapter 3: "Spaces and Geography," pp. 146–147, 150 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"
SS 3 e Recognizes characteristics of other geographic regions and cultures		Chapter 3: "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"
Creative Development		
CD 1 Children will explore and use a variety of materials to develop artistic expression		
CD 1 a Experiments with a variety of materials and activities for sensory experience and exploration	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems	Chapter 3: "The Arts," pp. 152–155 Chapter 9: "Art," pp. 317–349; "How Art Promotes Development," p. 317; "Creating an Environment for Art; Selecting, Displaying, and Storing Materials," pp. 320–333; "Interacting With Children in the Art Area," pp. 341–346 Section in Interest Area chapters: "What Children Learn in the ____ Area: The Arts"
CD 1 b Uses materials to create original work and for self-expression		
CD 1 c Shares details about personal creations (paintings, drawings, 3-D sculptures, block structures)	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	
CD 1 d Expresses interest in and shows appreciation for the creative work of others		

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CD 2 Children will participate in music and movement activities		
CD 2 a Uses music and movement to express thoughts, feelings, and energy		Chapter 3: "The Arts," pp. 152–155 Chapter 13: "Music and Movement," pp. 423–441 Chapter 13: "How Music and Movement Promote Development," p. 423; "Creating an Environment for Music and Movement; Selecting and Displaying Materials," pp. 426–427; "What Children Learn From Music and Movement," pp. 428–429; "Observing, Responding to, and Interacting With Children During Music and Movement Activities," pp. 430–440; "Joining in Music and Movement Activities," p. 435; "Group Singing and Movement Activities," pp. 436–437 Section in Interest Area chapters: "What Children Learn in the ____ Area: The Arts"
CD 2 b Participates in group singing or other musical activities		
CD 2 c Participates in creative movement and dance		
CD 2 d Explores various music types, musical instruments, and music from various cultures		
CD 3 Children will use drama to express individuality		
CD 3 a Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play	Chapter 3: "The Arts," pp. 152–155 Chapter 7: "Dramatic Play," pp. 271–293; "How Dramatic Play Promotes Development," p. 271; "Creating an Environment for Dramatic Play; Selecting and Displaying Materials; Creating New Settings," pp. 274–279; "What Children Learn in the Dramatic Play Area," p. 280–281; "Observing, Responding to, and Interacting With Individual Children in the Dramatic Play Area," pp. 282–290 Section in Interest Area chapters: "What Children Learn in the ____ Area: The Arts"
CD 3 b Recreates a story or poem through drama	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play	
CD 3 c Participates in activities using symbolic materials and gestures to represent real objects and situations	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play	

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SOCIAL AND EMOTIONAL DEVELOPMENT		
SE 1 Children will develop confidence and positive self-awareness		
SE 1 a Demonstrates knowledge of personal information		Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105 Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”
SE 1 b Recognizes self as a unique individual and becomes aware of the uniqueness of others		Chapter 2: “Building a Relationship With Each Child,” pp. 103–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”
SE 1 c Demonstrates confidence in his/her range of abilities and expresses pride in accomplishments		Chapter 2: “Choice Time,” pp. 87–88; “Validate Children’s Accomplishments and Progress,” pp. 104–105 Chapter 3: “Process Skills,” pp. 161–162 Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”
SE 1 d Develops personal preferences	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; “Validate Children’s Accomplishments and Progress,” pp. 104–105 Chapter 4: “Child-Initiated Learning,” pp. 173–174
SE 2 Children will develop curiosity, initiative, self-direction and persistence		
SE 2 a Shows interest in learning new concepts and trying new experiences	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

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SE 2 b Initiates interaction 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: “Building a Relationship With Each Child,” pp. 103–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”
SE 2 c Demonstrates self-direction in use of materials	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; “Small-Group Time,” p. 86; “Large-Group Time,” pp. 84–85 Chapter 4: “Child-Initiated Learning,” pp. 173–174
SE 2 d Develops independence during activities, routines, play	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
SE 2 e Sustains attention to a task or activity appropriate for age	COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it	Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174

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SE 3 Children will increase the capacity for self-control		
SE 3 a Helps to establish classroom rules and routines	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> 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 <p>9. Follows classroom rules</p> <ul style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules 	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Establishing a Structure for Each Day,” pp. 82–101, especially “The Daily Schedule,” pp. 92–97; “Developing Rules for a Classroom Community,” pp. 108–110</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development;” “What Children Learn in the ___ Area: Social Studies”</p>
SE 3 b Follows rules and routines within the learning environment	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> 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 <p>9. Follows classroom rules</p> <ul style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules 	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Establishing a Structure for Each Day,” pp. 82–101, especially “The Daily Schedule,” pp. 92–97; “Developing Rules for a Classroom Community,” pp. 108–110</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development;” “What Children Learn in the ___ Area: Social Studies”</p>
SE 3 c Uses classroom materials purposefully and respectfully	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>7. Respects and cares for classroom environment and materials</p> <ul style="list-style-type: none"> 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 	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Places for Storage,” pp. 69–70; “A System for Classroom Jobs,” pp. 73–74; “Cleanup in the Block Area—A Special Challenge,” p. 252; “Cleanup in the Sand and Water Area,” p. 420</p> <p>Sections in all Interest Area chapters: “Creating an Environment for the ___ Area; Selecting and Displaying Materials”</p>
SE 3 d Manages transitions and adapts to changes in routine	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>1. Shows ability to adjust to new situations</p> <ul style="list-style-type: none"> I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school 	<p>Chapter 2: “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97</p>

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SE 3 e Expresses feelings through appropriate gestures, actions and language	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 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	Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122 Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”
SE 4 Children will develop interpersonal and social skills for relating with other members of the learning community		
SE 4 a Interacts appropriately with peers and familiar adults	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 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: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Building a Relationship With Each Child,” pp. 103–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”
SE 4 b Begins to recognize the needs and rights of others	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: “Creating a Classroom Community,” pp. 102–122; “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development;” “What Children Learn in the ___ Area: Social Studies”
SE 4 c Shows empathy and understanding to others	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want	Chapter 2: “Creating a Classroom Community,” pp. 102–122; “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Building a Relationship With Each Child,” pp. 103–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”

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SE 4 d Participates successfully as a member of a group	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	“Building a Relationship With Each Child,” pp. 103–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”
SE 4 e Participates in resolving conflicts and disagreements with others	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; “Handling Problems Between Children,” pp. 110–114; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122 Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”

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HEALTH AND PHYSICAL DEVELOPMENT		
HPD 1 Children will participate in a variety of gross-motor activities to develop control, balance, strength and coordination		
HPD 1 a Develops coordination and balance	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <ul style="list-style-type: none"> I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20</p> <p>Chapter 13: “Music and Movement,” pp. 423–441; especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424</p> <p>Chapter 16: “Outdoors,” pp. 493–522; especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494</p>
HPD 1 b Coordinates movements to perform tasks	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination <p>16. Climbs up and down</p> <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 <p>18. Demonstrates throwing, kicking, and catching skills</p> <ul style="list-style-type: none"> 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 	
HPD 1 c Participates in a variety of indoor and outdoor activities that increase strength, endurance, and flexibility	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <p>15. Shows balance while moving</p> <p>16. Climbs up and down</p> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <p>18. Demonstrates throwing, kicking, and catching skills</p>	

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HPD 2 Children will participate in activities that foster fine motor development		
HPD 2 a Performs fine-motor tasks that require small-muscle strength and control	PHYSICAL DEVELOPMENT—Fine Motor 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination	Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapters 6, 7, 8, 9, 10, 11, 12, 14, 15: “How Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Cooking, and Computers Promote Physical Development: Fine Motor,” pp. 243–244, 271–272, 295–296, 317–318, 351–352, 381–382, 403–404, 443–444, 471–472
HPD 2 b Uses eye-hand coordination to perform fine-motor tasks	PHYSICAL DEVELOPMENT—Fine Motor 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail	Section in all Interest Area Chapters: “How ___ Promotes Physical Development: Fine Motor”
HPD 2 c Exhibits manual coordination	PHYSICAL DEVELOPMENT—Fine Motor 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination	
HPD 3 Children understand healthy and safe living practices		
HPD 3 a Participates in activities related to health and personal care routine	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: “Transition Times,” pp. 88–89; Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92
HPD 3 b Participates in activities related to nutrition	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
HPD 3 c Discusses and utilizes appropriate safety procedures	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 Chapter 11: “Take-Aparts and Safety,” p. 390 Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” pp. 517–518