

**Alignment of Georgia's Early Learning Standards With
The Creative Curriculum® for Infants, Toddlers & Twos Developmental Continuum and
The Creative Curriculum® for Infants, Toddlers & Twos**

Materials for Children Ages Birth–Three

The Creative Curriculum® for Infants, Toddlers & Twos

The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos

<i>Domains and Foundations for Development and Learning</i>	Page
Physical Development	2
Emotional and Social Development	3
Approaches to Learning	5
Language and Literacy Development	5
Cognitive Development	7

References

Berke, K., Dodge, D. T., & Rudick, S. (2007). *The Creative Curriculum® for infants, toddlers & twos*. Washington, DC: Teaching Strategies, Inc.

Bright From the Start: Georgia Department of Early Care and Learning. (2006). *Georgia Early Learning Standards Birth Through Age 3*. Atlanta, GA: Author. Retrieved February 10, 2009 from <http://dec.al.ga.gov>

Teaching Strategies, Inc. (2006). *The Creative Curriculum® for infants, toddlers & twos developmental continuum*. Washington, DC: Author.

Georgia Early Learning Standards	<i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
PHYSICAL DEVELOPMENT		
<p>The child will begin to develop gross motor skills. P0G, P1G, P2G, P3G</p>	<p>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING 8: Demonstrates basic gross motor skills Step 1: Begins moving purposefully Step 2: Begins to gain balance and to move from place to place Step 3: Walks forward with increasing coordination Step 4: Attempts a variety of large-muscle activities Step 5: Balances while moving arms and legs in active play</p>	<p><i>The Creative Curriculum for Infants, Toddlers & Twos</i> Chapter 1: “Physical Development (Gross Motor),” pp. 26–28; “How Culture Might Affect Physical Development,” p. 28 Part 2, Routines: Chapter 7: “Diapering and Toileting,” pp. 233–245, especially “Caring and Teaching During Diapering and Toileting,” pp. 237–244; “Responding to What Children Need,” pp. 238–243; Chapter 10: “Getting Dressed,” pp. 277–287, especially “Caring and Teaching: Getting Dressed,” pp. 280–286; “Responding to What Children Need,” pp. 283–285 Section in all Routines chapters: “Supporting Development and Learning: Learning About Moving” Part 3, Experiences: Chapter 14: “Connecting With Music and Movement,” pp. 343–355; Chapter 17: “Exploring Sand and Water,” pp. 389–401; Chapter 18: “Going Outdoors,” pp. 403–421 Section in all Experiences chapters: “Supporting Development and Learning: Learning About Moving”</p>
<p>The child will begin to develop fine motor skills. P0F, P1F, P2F, P3F</p>	<p>PHYSICAL DEVELOPMENT / GOAL 2: TO LEARN ABOUT MOVING 9: Demonstrates basic fine motor skills Step 1: Uses whole hand to grasp and drop objects Step 2: Uses thumb and index finger to grasp and drop objects Step 3: Uses one hand to hold an object and the other hand to manipulate another object Step 4: Uses eye-hand coordination while doing simple tasks Step 5: Uses eye-hand coordination while doing increasingly complex tasks</p>	<p>Chapter 1: “Physical Development (Fine Motor),” pp. 26–28; “How Culture Might Affect Physical Development,” p. 28 Part 2, Routines: Chapter 7: “Diapering and Toileting,” pp. 233–245; Chapter 8: “Eating and Mealtimes,” pp. 247–261; Chapter 10: “Getting Dressed,” pp. 277–287 Section in all Routines chapters: “Supporting Development and Learning: Learning About Moving” Part 3, Experiences: Chapter 11: “Playing With Toys,” pp. 291–307; Chapter 12: “Imitating and Pretending,” pp. 309–321; Chapter 13: “Enjoying Stories and Books,” pp. 323–341; Chapter 15: “Creating With Art,” pp. 357–373; Chapter 16: “Tasting and Preparing Food,” pp. 375–387; Chapter 17: “Exploring Sand and Water,” pp. 389–401 Section in all Experiences chapters: “Supporting Development and Learning: Learning About Moving”</p>
<p>The child will begin to acquire self-help skills. P0S, P1S, P2S, P3S</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 7: Uses personal care skills Step 1: Begins to participate as adult attends to personal needs Step 2: Attempts simple personal care tasks Step 3: Tries more complex personal care tasks, with limited success Step 4: Tries more complex personal care tasks, with increasing success Step 5: Does many complex personal care tasks successfully</p>	<p>Part 2, Routines: Chapters 7–10: (“Diapering and Toileting,” “Eating and Mealtimes,” “Sleeping and Nap Time,” “Getting Dressed,”) pp. 221– 287 Part 3, Experiences: Chapter 16: “Tasting and Preparing Food,” pp. 375–387</p>

Georgia Early Learning Standards	<i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
The child will begin to practice healthy and safe habits. P0H, P1H, P2H, P3H		Chapter 2: “Keeping Children Safe and Healthy,” pp. 77–79; “Suggestions for A Safe Environment,” p. 78; “Suggestions for A Healthy Environment,” p. 79
EMOTIONAL and SOCIAL DEVELOPMENT		
The child will begin to develop personal relationships with adults. S0A, S1A, S2A, S3A	SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 1: Trusts known, caring adults Step 1: Recognizes and reaches out to familiar adults Step 2: Seeks to remain in company of familiar adults Step 3: Seeks familiar adult as secure base when around new people and in new situations Step 4: Interacts with new people and situations with increasing comfort when familiar adults are nearby Step 5: Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not immediately present	“Developing Relationships,” pp. 8–11; “Attachment,” pp. 8–9, 11 Chapter 4: “Building Relationships,” pp. 138–145, especially “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Transition to a New Group or Preschool,” pp. 144–145; “Talking With Infants, Toddlers, and Twos,” p. 163; “Including All Children,” pp. 165–167; “Dual Language Learners,” pp. 165–166; “Children With Disabilities,” pp. 166–167 Chapter 6: “Hellos and Good-Byes,” pp. 221–231, especially “Supporting Children Emotionally Throughout the Day,” p. 227 Part 2, Routines: Sections in each chapter (6–10): “Caring and Teaching;” “Responding to What Children Need” Part 3, Experiences: Sections in all chapters (11–18): “Caring and Teaching;” “Responding to and Planning for Each Child”
The child will begin to develop personal relationships with peers. S0P, S1P, S2P, S3P	SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 4: Responds to others’ feelings with growing empathy Step 1: Mirrors others’ expressions of feelings Step 2: Becomes aware of others’ expressions of emotion Step 3: Responds to the emotions of others, sometimes with adult prompting Step 4: Shows awareness that others’ feelings are separate from own feelings Step 5: Responds to others’ feelings with caring behavior, without adult prompting 5: Plays with other children Step 1: Watches and responds to other children Step 2: Reaches out to and engages momentarily with other children Step 3: Has brief play encounters with other children Step 4: Participates in longer play encounters with children who are engaged with identical or similar activities Step 5: Participates in coordinated play with other children	Chapter 2: “Sending Positive Messages,” pp. 83–85 Chapter 4: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144; “Helping Children Transition to a New Group or Preschool,” pp. 144–145; “Talking With Infants, Toddlers, and Twos,” p. 163; “Including All Children,” pp. 165–167; “Dual Language Learners,” pp. 165–166; “Children With Disabilities,” pp. 166–167 Section in all Routines (6–10) and Experiences chapters (11–18): “Supporting Development and Learning: Learning About Self and Others”

Georgia Early Learning Standards	<i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
<p>The child will begin to acquire self-awareness. S0SA, S1SA, S2SA, S3SA</p>		<p>Chapter 1: “Social/Emotional Development,” pp. 22–26; “How Culture Might Affect Social/Emotional Development,” pp. 25–26</p>
<p>The child will begin to demonstrate self-control. S1SC, S2SC, S3SC</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 2: Regulates own behavior Step 1: Begins developing own patterns for sleeping, eating, and other basic needs, with adult’s help Step 2: Uses others’ facial expressions, gestures, or voices to guide own behavior Step 3: Begins to respond to verbal redirection Step 4: Follows simple directions and sometimes tests limits Step 5: Understands what behavior is expected, with increasing regularity 3: Manages own feelings Step 1: Expresses a variety of emotions and needs, using facial expressions, body movements, and vocalizations Step 2: Uses others’ facial expressions, gestures, or voices to guide own feelings Step 3: Begins applying strategies to manage feelings by self Step 4: Begins to use strategies learned from adults Step 5: Begins to use feeling words</p>	<p>Chapter 1: “Cognitive Development,” pp. 29–31; “How Culture Might Affect Cognitive Development,” p. 31 Chapter 2: “Creating a Structure for Each Day,” pp. 86–104; “Individualizing the Schedule for Infants,” pp. 88–91; “Schedules for Toddlers and Twos,” pp. 91, 94; “Planning for Transitions,” pp. 94–95 Chapter 4: “Promoting Children’s Self-Regulation,” pp. 146–152; “Using Positive Guidance Strategies,” pp. 149–152 Chapter 6: “Supporting Children Emotionally Throughout the Day,” p. 227; “Responding to What Children Need,” pp. 238–243 Sections in all Routines (6–10) and Experiences chapters (11–18): “Supporting Development and Learning: Learning About Self and Others;” “Caring and Teaching;” “Responding to and Planning for Each Child”</p>
<p>The child will begin to engage in self-expression. S1SE, S2SE, S3SE</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 15: Engages in pretend play Step 1: Watches the actions of others Step 2: Imitates the actions of others Step 3: Uses objects in pretend play as they are used in real life Step 4: Substitutes one object for another in pretend play Step 5: Uses real and imaginary objects in pretend play LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 21: Experiments with drawing and writing Step 1: Notices drawing and writing tools Step 2: Begins to handle drawing and writing tools Step 3: Scribbles spontaneously Step 4: Experiments with scribbling Step 5: Scribbles with intention of communicating</p>	<p>Chapter 1: “Cognitive Development,” pp. 29–31; “How Culture Might Affect Cognitive Development,” p. 31 Chapter 3: “Vocabulary and Language,” pp. 110–113; “Exploring Writing,” pp. 117–118; “Promoting Learning: Exploring Writing,” p. 121 Part 3, Experiences: Chapter 11: “Playing With Toys,” pp. 291–307; Chapter 12: “Imitating and Pretending,” pp. 309–321, especially “Supporting Development and Learning: Learning About Communicating,” p. 310; Chapter 13: “Enjoying Stories and Books,” pp. 323–341; Chapter 15: “Creating With Art,” pp. 357–373, especially “Selecting Materials for Different Ages,” pp. 359–363 See especially section in all Experiences chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>

Georgia Early Learning Standards	<i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
APPROACHES TO LEARNING		
<p>The child will begin to acquire learning approaches that support development and school success. A0L, A1L, A2L, A3L</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 10: Sustains attention Step 1: Attends to sights and sounds Step 2: Continues an activity when an adult interacts Step 3: Focuses on activity of choice but is easily distracted Step 4: Continues an activity, despite distractions Step 5: Continues an activity until own goal is reached, despite distractions 11: Understands how objects can be used Step 1: Explores objects, using all senses Step 2: Learns how objects work by handling them and watching others use them Step 3: Uses familiar objects in conventional ways Step 4: Plans ways to use objects to perform one-step tasks Step 5: Plans ways to use objects to perform multi-step tasks</p>	<p>Chapter 1: “Cognitive Development,” pp. 29–31; “How Culture Might Affect Cognitive Development,” p. 31 Chapter 3: “The Foundation for All Learning,” pp. 108–109; “Building Language and Literacy Skills,” pp. 110–121; “Discovering Mathematical Relationships,” pp. 122–127; “Helping Children Discover Mathematical Relationships,” pp. 127–128; “Exploring Like Scientists (The Physical, Natural, and Social Worlds),” pp. 129–133; “Encouraging Children to Explore Like Scientists,” pp. 134–135 Chapter 4: “Guiding Children’s Learning,” pp. 160–167; “Including All Children,” pp. 165–167; “Dual Language Learners,” pp. 165–166; “Children With Disabilities,” pp. 166–167; “Assessing Children’s Development and Learning,” pp. 168–178 Section in all Routines chapters (6–10): “Supporting Development and Learning: Learning About the World” All Experiences chapters (11–18): “Playing With Toys,” “Imitating and Pretending,” “Enjoying Stories and Books,” “Connecting With Music and Movement,” “Creating With Art,” “Tasting and Preparing Food,” “Exploring Sand and Water,” “Going Outdoors,” pp. 291–421; see especially section in each chapter titled “Supporting Development and Learning: Learning About the World”</p>
LANGUAGE and LITERACY DEVELOPMENT		
<p>The child will begin to construct meaning from spoken words. (receptive language) L0R, L1R, L2R, L3R</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 16: Develops receptive language Step 1: Shows interest in speech of others Step 2: Responds to simple gestures and to the intonation, pitch, and volume of simple speech Step 3: Demonstrates understanding of simple multiword speech in familiar contexts Step 4: Demonstrates understanding of simple directions, questions, explanations, and stories Step 5: Demonstrates understanding of increasingly complex and abstract spoken language</p>	<p>Chapter 1: “Language Development,” pp. 32–34; “How Culture Might Affect Language Development,” p. 34 Chapter 3: “Vocabulary and Language,” pp. 110–113; “The Sounds and Rhythms of Language,” pp. 113–114; “Promoting Learning: Vocabulary and Language,” p. 119; “Promoting Learning: Sounds and Rhythms of Language,” p. 120 Chapter 4: “Talking With Infants, Toddlers, and Twos,” p. 163; “Dual Language Learners,” pp. 165–166; “Children With Disabilities,” pp. 166–167 Chapter 13: “Enjoying Stories and Books,” pp. 323–341, especially “Including All Children,” pp. 335–337; “Dual Language Learners,” pp. 335–336 Section in all Routines chapters (6–10): “Responding to What Children Need” Section in all Experiences chapters (11–18): “Responding to and Planning for Each Child”</p>

Georgia Early Learning Standards	<i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
<p>The child will begin to express thoughts with sounds, words, and gestures. (expressive language) L0E, L1E, L2E, L3E</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>17: Develops expressive language</p> <p>Step 1: Uses facial expressions, body positions and movements, and distinct cries or other vocalizations to communicate</p> <p>Step 2: Gestures, babbles, and combines sounds to communicate, using the rising and falling patterns of adult speech, and produces first words</p> <p>Step 3: Uses gestures, word-like sounds, and single words to communicate</p> <p>Step 4: Speaks in two-word phrases</p> <p>Step 5: Uses simple sentences and questions with three or more words</p> <p>18: Participates in conversations</p> <p>Step 1: Engages in simple, back-and-forth vocalizing</p> <p>Step 2: Imitates and exchanges sounds and gestures with other people</p> <p>Step 3: Exchanges single words, word-like sounds, and gestures with others</p> <p>Step 4: Initiates conversation by using words</p> <p>Step 5: Participates in conversations for two or more turns</p>	<p>Chapter 1: “Language Development,” pp. 32–34; “How Culture Might Affect Language Development,” p. 34</p> <p>Chapter 3: “Vocabulary and Language,” pp. 110–113; “The Sounds and Rhythms of Language,” pp. 113–114; “Promoting Learning: Vocabulary and Language,” p. 119; “Exploring The Social World,” pp. 132–133; “Encouraging Children to Explore the Social World,” pp. 134–135</p> <p>Chapter 4: “Talking With Infants, Toddlers, and Twos,” p. 163; “Including All Children,” pp. 165–167; “Dual Language Learners,” pp. 165–166; “Children With Disabilities,” pp. 166–167</p> <p>Chapter 13: “Enjoying Stories and Books,” pp. 323–341, especially “Including All Children,” pp. 335–337; “Dual Language Learners,” pp. 335–336</p> <p>Part 2, Routines (Chapters 6–10): Sections in each chapter: “Caring and Teaching,” “Responding to What Children Need”</p> <p>Part 3, Experiences (Chapters 11–18): Sections in each chapter: “Caring and Teaching,” “Responding to and Planning for Each Child”</p>
<p>The child will begin to develop the foundations for reading. L0FR, L1FR, L2FR, L3FR</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING</p> <p>19: Enjoys books and being read to</p> <p>Step 1: Manipulates books as adult reads aloud</p> <p>Step 2: Engages briefly with books as they are read aloud and finds pleasure in the experience</p> <p>Step 3: Becomes increasingly engaged with the content of books that are read aloud</p> <p>Step 4: Begins to make connections between own life and the stories in books</p> <p>Step 5: Pretends to read favorite books</p> <p>20: Shows an awareness of pictures and print</p> <p>Step 1: Notices pictures</p> <p>Step 2: Recognizes and shows a beginning understanding of pictures</p> <p>Step 3: Recognizes that pictures have meaning and can tell a story</p> <p>Step 4: Demonstrates interest in print</p> <p>Step 5: Shows beginning understanding that print is useful</p>	<p>Chapter 3: “Enjoying Books and Stories,” pp. 115–117; “Promoting Learning: Vocabulary and Language,” p. 119; “Promoting Learning: Sounds and Rhythms of Language,” p. 120; “Promoting Learning: Enjoying Books and Stories,” p. 120</p> <p>Chapter 13: “Enjoying Stories and Books,” pp. 323–341, especially “Including All Children,” pp. 335–337; “Dual Language Learners,” pp. 335–336</p>

Georgia Early Learning Standards	<i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
<p>The child will begin to develop the foundations for writing. L1FW, L2FW, L3FW</p>	<p>LANGUAGE DEVELOPMENT / GOAL 4: TO LEARN ABOUT COMMUNICATING 21: Experiments with drawing and writing Step 1: Notices drawing and writing tools Step 2: Begins to handle drawing and writing tools Step 3: Scribbles spontaneously Step 4: Experiments with scribbling Step 5: Scribbles with intention of communicating</p>	<p>Chapter 3: “Exploring Writing,” pp. 117–118; “Promoting Learning: Exploring Writing,” p. 121 Chapter 15: “Creating With Art,” pp. 357–373, especially “Selecting Materials for Different Ages,” pp. 359–363</p>
COGNITIVE DEVELOPMENT		
<p>The child will begin to develop the foundations for mathematical reasoning and logical thinking. C0M, C1M, C2M, C3M</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 13: Shows a beginning understanding that things can be grouped Step 1: Explores objects, using all senses Step 2: Notices particular characteristics of objects Step 3: Begins to manipulate objects according to particular attributes Step 4: Begins to match objects by similarities Step 5: Groups objects with similar characteristics 14: Uses problem-solving strategies Step 1: Demonstrates awareness of a problem Step 2: Imitates the way others solve problems, immediately after seeing them do so Step 3: Experiments with trial-and-error approaches to simple problems Step 4: Persists with trial-and-error approaches to solving a problem Step 5: Carries out own plan for solving simple problems</p>	<p>Chapter 1: “Cognitive Development,” pp. 29–31; “How Culture Might Affect Cognitive Development,” p. 31 Chapter 3: “Discovering Mathematical Relationships,” pp. 122–128: “Number Concepts,” pp. 122–123; “Patterns and Relationships,” p. 124; “Geometry and Spatial Relationships,” p.p. 125–126; “Sorting and Classifying,” pp. 126–127; “Helping Children Discover Mathematical Relationships,” pp. 127–128; “Exploring Like Scientists (The Physical, Natural, and Social Worlds),” pp. 129–133; “Encouraging Children to Explore Like Scientists (The Physical, Natural, and Social Worlds),” pp. 134–135 Chapter 4: “Guiding Children’s Learning,” pp. 160–167; “Including All Children,” pp. 165–167; “Dual Language Learners,” pp. 165–166; “Children With Disabilities,” pp. 166–167; “Assessing Children’s Development and Learning,” pp. 168–178 All Experiences chapters (11–18): “Playing With Toys,” “Imitating and Pretending,” “Enjoying Stories and Books,” “Connecting With Music and Movement,” “Creating With Art,” “Tasting and Preparing Food,” “Exploring Sand and Water,” “Going Outdoors,” pp. 291–421 Section in all Routines (6–10) and Experiences chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>

Georgia Early Learning Standards	<i>The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos</i>	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
<p>The child will begin to demonstrate early scientific inquiry skills. C0S, C1S, C2S, C3S</p>	<p>COGNITIVE DEVELOPMENT / GOAL 3: TO LEARN ABOUT THE WORLD 12: Shows a beginning understanding of cause and effect Step 1: Explores objects and notices how they react Step 2: Discovers that repeated actions yield similar effects Step 3: Explores ways to make something happen Step 4: Expects people and objects to respond to actions in particular ways Step 5: Begins to investigate causes when something unexpected happens 14: Uses problem-solving strategies Step 1: Demonstrates awareness of a problem Step 2: Imitates the way others solve problems, immediately after seeing them do so Step 3: Experiments with trial-and-error approaches to simple problems Step 4: Persists with trial-and-error approaches to solving a problem Step 5: Carries out own plan for solving simple problems</p>	<p>Chapter 1: “Cognitive Development,” pp. 29–31; “How Culture Might Affect Cognitive Development,” p. 31 Chapter 3: “What Children Are Learning,” pp. 107–135; “Discovering Mathematical Relationships,” pp. 122–127; “Helping Children Discover Mathematical Relationships,” pp. 127–128; “Exploring Like Scientists (The Physical, Natural, and Social Worlds),” pp. 129–133; “Encouraging Children to Explore Like Scientists (The Physical, Natural, and Social Worlds),” pp. 134–135 Chapter 4: “Guiding Children’s Learning,” pp. 160–167; “Including All Children,” pp. 165–167; “Dual Language Learners,” pp. 165–166; “Children With Disabilities,” pp. 166–167; “Assessing Children’s Development and Learning,” pp. 168–178 All Routines chapters (6–10): “Hellos and Good-Byes,” “Diapering and Toileting,” “Eating and Mealtimes,” “Sleeping and Nap Time,” “Getting Dressed,” pp. 221–287 All Experiences chapters (11–18): “Playing With Toys,” “Imitating and Pretending,” “Enjoying Stories and Books,” “Connecting With Music and Movement,” “Creating With Art,” “Tasting and Preparing Food,” “Exploring Sand and Water,” “Going Outdoors,” pp. 291–421 Section in All Routines chapters (6–10) and Experiences chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>
<p>The child will begin to develop the foundations for social studies. C0SS, C1SS, C2SS, C3SS</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT / GOAL 1: TO LEARN ABOUT SELF AND OTHERS 6: Learns to be a member of a group Step 1: Shows interest in being with others Step 2: Finds security in being with familiar people Step 3: Begins to participate in group routines Step 4: Begins to accept that others’ needs are important, in addition to own Step 5: Participates actively in group experiences</p>	<p>Chapter 1: “Social/Emotional Development,” pp. 22–26; “How Culture Might Affect Social/Emotional Development,” pp. 25–26 Chapter 2: “Organizing the Environment for Mixed-Age Groups,” pp. 80–81; “Adapting the Environment for Children With Disabilities,” pp. 81–83; “Creating a Structure for Each Day,” pp. 86–104; “Planning for Transitions,” pp. 94–95; “Responsive Planning,” pp. 95–104 Chapter 3: “Exploring The Social World,” pp. 132–133; “Encouraging Children to Explore the Social World,” pp. 134–135 Chapter 4: “Helping Children Get Along With Others,” pp. 140–142; “Talking With Infants, Toddlers, and Twos,” p. 163; “Including All Children,” pp. 165–167; “Dual Language Learners,” pp. 165–166; “Children With Disabilities,” pp. 166–167; “Assessing Children’s Development and Learning,” pp. 168–178 Section in all Routines (6–10) and Experiences chapters (11–18): “Supporting Development and Learning: Learning About Self and Others”</p>