

Alignment of the *Hawai'i Preschool Content Standards: Curriculum Guidelines for Programs for Four-Year-Olds* With the Goals and Objectives of *The Creative Curriculum® Developmental Continuum for Ages 3–5*

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

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

The overall content of every Standard is addressed by *The Creative Curriculum® for Preschool*. Several highly specific Hawai'i Standards do not align with any *Developmental Continuum* objectives. These are noted in the text.

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References

- Dodge, D. T., Colker, L. J., & Heroman, C. (2002). *The Creative Curriculum® for preschool*. Washington, DC: Teaching Strategies, Inc.
- Good Beginnings Alliance. (2004). *Hawai'i preschool content standards: Curriculum guidelines for programs for four-year-olds*. Honolulu, HI: Author. Retrieved August 1, 2005 from <http://www.goodbeginnings.org>
- Teaching Strategies, Inc. (2001). *The Creative Curriculum® developmental continuum for ages 3–5*. Washington, DC: Author.

| Hawai'i Preschool Content Standards ... for Four-Year-Olds | <i>The Creative Curriculum</i> ® for Preschool | <i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps |
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| DOMAIN I: PHYSICAL DEVELOPMENT, HEALTH AND SAFETY | | |
| Standard 1: Develop health awareness and skills. | Chapter 2: “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92; “The Daily Schedule,” pp. 92–97 Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 14: “Cooking,” pp. 443–469 | SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures |
| Standard 2: Learn and follow basic safety rules. | Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 11: “Take-Aparts and Safety,” p. 390 Chapter 14: “Special Health and Safety Considerations in the Cooking Area,” pp. 450–452 Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518 | 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 |
| Standard 3: Acquire basic self-help skills and routines. | Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Mealtimes,” pp. 89–91; “Cleanup at Mealtimes,” pp. 90–91; “Rest Time,” pp. 91–92; “Displaying and Labeling Materials,” pp. 65–67 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252 Chapter 12: “Cleanup in the Sand and Water Area,” p. 420 | 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 |

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| Standard 4: Develop strength and coordination of small muscles. | Chapter 1: “Physical Development: Fine Motor,” p. 20 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development” | PHYSICAL DEVELOPMENT—Fine Motor 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail 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 |
| Standard 5: Develop strength and coordination of large muscles. | Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441; especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “Outdoors,” pp. 493–522, especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494; “Basic Outdoor Spaces and Equipment,” pp. 496–504; “Open Spaces for Games, Building, and Pretend Play,” pp. 502–503; “Adaptations for Children With Special Needs,” pp. 505 (illus.), 510 | PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy |

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| DOMAIN II: PERSONAL AND SOCIAL DEVELOPMENT | | |
| Standard 1: Understand and express feelings appropriately. | Chapter 1: "Social/Emotional Development," pp. 18–19 Chapter 2: "Handling Problems Between Children," pp. 110–114; "Solving Problems That Involve the Whole Class," pp. 114–115; "Helping Children to Regain Control," pp. 121–122 Sections in all Interest Area chapters: "How ___ Promotes Development: Social/Emotional Development;" "Connecting ___ With Curriculum Objectives: Social/Emotional Development" | 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 |
| Standard 2: Begin to develop a sense of self. | Chapter 1: "Social/Emotional Development," pp. 18–19; "Individual Differences," pp. 27–41 Chapter 2: "Choice Time," pp. 87–88; "Validate Children's Accomplishments and Progress," pp. 104–105 Section in all Interest Area chapters: "The Teacher's Role: Interacting With Children in the ___ Area" | SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance |

| Hawai'i Preschool Content Standards ... for Four-Year-Olds | <i>The Creative Curriculum</i> [®] for Preschool | <i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps |
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| Standard 3: Develop social skills and positive peer and adult relationships. | <p>Chapter 1: "Social/Emotional Development," pp. 18–19</p> <p>Chapter 2: "Large-Group Time," pp. 84–85; "Small-Group Time," p. 86; "Creating a Classroom Community," pp. 102–122, especially "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; "Teaching Social Problem-Solving Skills," pp. 110–115; "Coaching Children on How to Be Assertive," p. 120; "Helping Children to Regain Control," pp. 121–122</p> <p>Sections in all Interest Area chapters: "How ___ Promotes Development: Social/Emotional Development;" "Connecting ___ With Curriculum Objectives: Social/Emotional Development"</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>2. Demonstrates appropriate trust in adults</p> <ul style="list-style-type: none"> 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 <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <ul style="list-style-type: none"> 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 <p>12. Shares and respects the rights of others</p> <ul style="list-style-type: none"> I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child's request III. Shares and defends the rights of others to a turn <p>13. Uses thinking skills to resolve conflicts</p> <ul style="list-style-type: none"> 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 |
| Standard 4: Develop a positive and open approach to learning. | <p>Chapter 1: "Cognitive Development," p. 21</p> <p>Foundation chapter: "Gardner: Multiple Intelligences; pp. 9–11; Smilansky: The Role of Play in Children's Learning," pp. 11–13</p> <p>Chapter 2: "Large-Group Time," pp. 84–85; "Small-Group Time," p. 86; "Choice Time," pp. 87–88</p> <p>Chapter 3: "Process Skills," pp. 161–162</p> <p>Chapter 4: "Child-Initiated Learning," pp. 173–174; "Talking With Children About Their Work," p. 177; "Asking Children Open-Ended Questions," pp. 177–178; "Adapting Instruction to Include All Children," pp. 179–183; "Integrating Learning Through Studies," pp. 190–198</p> <p>Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development"</p> <p>Section in all Interest Area chapters: "Observing, Responding to, and Interacting With Children in the ___ Area"</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <ul style="list-style-type: none"> I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance <p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>23. Approaches problems flexibly</p> <ul style="list-style-type: none"> I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems <p>24. Shows persistence in approaching tasks</p> <ul style="list-style-type: none"> I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it |

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| Standard 5: Acquire behaviors and skills expected in school. | <p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Using a Calendar,” p. 85; “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88; “Transition Times,” pp. 88–89; “Cleanup at Mealtimes,” pp. 90–91; “The Daily Schedule,” pp. 92–97; “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Developing Rules for a Classroom Community,” pp. 108–110</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175; “Asking Children Open-Ended Questions,” pp. 177–178</p> <p>Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252</p> <p>Chapter 12: “Cleanup in the Sand and Water Area,” p. 420</p> | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>1. Shows ability to adjust to new situations</p> <ul style="list-style-type: none"> I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>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>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>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <ul style="list-style-type: none"> 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 |

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| DOMAIN III: COMMUNICATION, LANGUAGE DEVELOPMENT, AND LITERACY | | |
| Standard 1: Use language in a variety of ways. | <p>Chapter 1: "Language Development," p. 22 Chapter 3: "Comprehension," pp. 129–130, 133 Chapter 10: "Retelling Stories With Children," p. 373</p> <p>Sections in all Interest Area chapters: "How ___ Promotes Development: Language Development;" "Connecting ___ With Curriculum Objectives: Language Development"</p> <p>Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy"</p> | <p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>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</p> <p>41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details</p> <p>42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding</p> <p>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</p> |
| Standard 2: Listen with comprehension to a variety of spoken forms of language. | <p>Chapter 2: "Large-Group Time," pp. 84–85 Chapter 3: "Comprehension," pp. 129–130, 133; "People and How They Live," pp. 147–148, 150 Chapter 4: "Teacher-Directed Learning," pp. 174–175 Chapter 10: "Reading Books to Children," pp. 370–373; "Retelling Stories With Children," p. 373</p> <p>Sections in all Interest Area chapters: "How ___ Promotes Development: Language Development;" "Connecting ___ With Curriculum Objectives: Language Development"</p> | <p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps</p> <p>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</p> <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>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</p> |

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| LANGUAGE ACQUISITION | | |
| Standard 3: Acquire increasingly rich vocabulary and sentence structure. | Chapter 1: "Language Development," p. 22 Chapter 3: "Increased Vocabulary and Language," pp. 126–127, 132 Section in all Interest Area chapters: "What Children Learn in the ____ Area: Literacy" | LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings |
| EMERGENT READING AND WRITING | | |
| Standard 4: Recognize and use symbols. | Chapter 2: "Displaying and Labeling Materials," pp. 65–67 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 10: "Recognizing That Written Words Are Symbols," p. 366 | COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 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 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 |
| Standard 5: Enjoy and understand books. | Chapter 3: "Comprehension," pp. 129–130, 133; "Understanding Books and Other Texts," pp. 130–131, 133; "Literacy as a Source of Enjoyment," p. 131, 133 Chapter 10: "Creating an Environment for the Library Area," pp. 354–361; "Reading Books to Children," pp. 370–373; "Retelling Stories With Children," p. 373; "Listening to Tapes With Children," p. 374 | LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events |

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| Standard 6: Show interest in writing. | Chapter 9: "Stages in Painting and Drawing," pp. 337–338 Chapter 10: "Materials for Writing," pp. 359–360; "Developmental Steps in Writing," pp. 367–369; "Promoting Children's Writing," p. 374 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy" | <p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>21. Uses tools for writing and drawing</p> <ul style="list-style-type: none"> I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>49. Understands the purpose of writing</p> <ul style="list-style-type: none"> I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning <p>50. Writes letters and words</p> <ul style="list-style-type: none"> I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words |
| Standard 7: Acquire concepts of print. | Chapter 3: "Knowledge of Print," p. 128, 132; "Letters and Words," p. 129, 133 Chapter 10: "Understanding How Stories Work," p. 366; "Understanding the Function and Value of Print," p. 366; Recognizing That Written Words Are Symbols," p. 366 Sections in all Interest Area chapters: "How ___ Promotes Development: Language Development;" "Connecting ___ With Curriculum Objectives: Language Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy" | <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>45. Demonstrates understanding of print concepts</p> <ul style="list-style-type: none"> I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read <p>46. Demonstrates knowledge of the alphabet</p> <ul style="list-style-type: none"> I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections <p>50. Writes letters and words</p> <ul style="list-style-type: none"> I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words |

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| Standard 8: Acquire emergent literacy skills while exploring print in books and the environment. | Chapter 2: "Displaying and Labeling Materials," pp. 65–67 Chapter 3: "Phonological Awareness," pp. 127–128, 132; "Comprehension," pp. 129–130, 133; "Understanding Books and Other Texts," pp. 130–131, 133; "Process Skills," pp. 161–162 Chapter 10: "Literacy: Phonological Awareness," p. 362; "Skills for Engaging With Books," pp. 365–366; "Interacting With Children in the Library Area," pp. 370–375; "Reading Books to Children," pp. 370–373; "Retelling Stories With Children," p. 373; "Listening to Tapes With Children," p. 374 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy" | 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 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 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 |
| DOMAIN IV: COGNITIVE DEVELOPMENT: SYMBOLIC PLAY | | |
| Standard 1: Represent fantasy and real-life experiences through pretend play. | Foundation chapter: "Gardner: Multiple Intelligences", pp. 9–11; Smilansky: The Role of Play in Children's Learning," pp. 8–13 Chapter 3: "Drama," pp. 153–154, 155 Chapter 7: "Dramatic Play," pp. 271–293 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies" | COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play |
| Standard 2: Engage in sustained symbolic play with other children. | Foundation chapter: "Gardner: Multiple Intelligences", pp. 9–11; Smilansky: The Role of Play in Children's Learning," pp. 8–13 Chapter 3: "Drama," pp. 153–154, 155 Chapter 7: "Dramatic Play," pp. 271–293 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies" | COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play |

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| DOMAIN IV: COGNITIVE DEVELOPMENT: MATHEMATICS | | |
| Standard 1: Learn about numbers, numerical representation, and simple numerical operations. | Chapter 3: "Number Concepts," pp. 134–135, 140 Chapter 8: "Toys and Games," pp. 295–315 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics" | COGNITIVE DEVELOPMENT—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 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 |
| Standard 2: Recognize and create patterns and become aware of relationships. | Chapter 3: "Patterns and Relationships," p. 136, 140 Chapter 8: "Toys and Games," pp. 295–315 Chapter 11: "Discovery," pp. 381–401 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics" | COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying |

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| Standard 3: Develop concepts of shape and space. | Chapter 3: "Geometry and Spatial Sense," pp. 136–137, 141 Chapter 6: "Blocks," pp. 243–269 Chapter 9: "Art," pp. 317–349 Chapter 11: "Discovery," pp. 381–401 Chapter 16: "Outdoors," pp. 493–522 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics" | 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 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 |
| Standard 4: Develop and use measurement concepts. | Chapter 3: "Measurement," pp. 137–138, 141 Chapter 6: "Blocks," pp. 243–269 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Chapter 14: "Cooking," pp. 443–469 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics" | COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts |
| Standard 5: Represent and interpret data. | Chapter 3: "Data Collection, Organization, and Representation," pp. 138–139, 141; "Process Skills," pp. 161–162 Chapter 11: "Discovery," pp. 381–401 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics" | COGNITIVE DEVELOPMENT—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 |

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| DOMAIN IV: COGNITIVE DEVELOPMENT: SCIENCE | | |
| Standard 1: Increase sensory awareness. | Chapter 9: "Art," pp. 317–349 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Chapter 14: "Cooking," pp. 443–469 Chapter 16: "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Science" | COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems |
| Standard 2: Engage in scientific inquiry. | Chapter 3: "Science," pp. 142–145; "Process Skills," pp. 161–162 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Science" | COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 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 |
| Standard 3: Explore physical properties of the world. | Chapter 3: "Physical Science," pp. 142–143, 145; "Process Skills," pp. 161–162 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 | 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 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 |

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| DOMAIN IV: COGNITIVE DEVELOPMENT: SCIENCE | | |
| Standard 4: Explore characteristics of living things. | Chapter 3: "Life Science," pp. 143–144, 145 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 16: "Caring for Living Things," pp. 500–501; "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519 | <p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>31. Shows awareness of time concepts and sequence</p> <ul style="list-style-type: none"> 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 |
| Standard 5: Learn about the earth and sky. | Chapter 3: "Earth and the Environment," pp. 144, 145 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Chapter 16: "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519 | <p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information <p>25. Explores cause and effect</p> <ul style="list-style-type: none"> I. Notices and comments on effect II. Wonders "what will happen if" and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas <p>31. Shows awareness of time concepts and sequence</p> <ul style="list-style-type: none"> 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 |
| Standard 6: Have a variety of educational experiences that involve technology. | Chapter 3: "Technology," pp. 156–160, especially "Technology Tools," p. 158, 160 Chapter 11: "Discovery," pp. 381–401 Chapter 14: "Cooking," pp. 443–469 Chapter 15: "Computers," pp. 471–491 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Technology" | <p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>23. Approaches problems flexibly</p> <ul style="list-style-type: none"> I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>36. Makes believe with objects</p> <ul style="list-style-type: none"> 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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| DOMAIN IV: COGNITIVE DEVELOPMENT: SOCIAL STUDIES | | |
| Standard 1: Learn about themselves and other people. | Chapter 1: "Individual Differences," pp. 27–41 Chapter 3: "People and How They Live," pp. 147–148, 150 Chapter 5: "Appreciating Family Differences," pp. 212–213 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 10: "Reading Books to Children," pp. 370–373; "Retelling Stories With Children," p. 373 Sections in all Interest Area chapters: "How ___ Promotes Development: Social/Emotional Development;" "Connecting ___ With Curriculum Objectives: Social/Emotional Development" Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies" | SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 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 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 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 |
| Standard 2: Appreciate their own and other cultures. | Chapter 1: "Individual Differences," pp. 27–41 Chapter 3: "People and How They Live," pp. 147–148, 150 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 9: "Holiday Art," p. 348; "Library," pp. 351–379 | There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item. |
| Standard 3: Become aware of how things, people, and places change over time. | Chapter 3: "People and the Past," p. 149, 151; "Process Skills," pp. 161–162 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 7: "Dramatic Play," pp. 271–293 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies" | 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 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 |

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| Standard 4: Explore how people depend upon one another for the things (goods) and help (services) they need. | Chapter 2: "A System for Classroom Jobs," pp. 73–74 Chapter 3: "People and How They Live," pp. 147–148, 150 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 7: "Dramatic Play," pp. 271–293 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies" | <p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <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 |
| Standard 5: Understand what people need to do to work and live together in groups. | Chapter 2: "Creating a Classroom Community," pp. 102–122, especially "Promoting Positive Relationships in the Classroom," pp. 102–108; "Developing Rules for a Classroom Community," pp. 108–110; "Teaching Social Problem-Solving Skills," pp. 110–115 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" | <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <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>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>12. Shares and respects the rights of others</p> <ul style="list-style-type: none"> I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child's request III. Shares and defends the rights of others to a turn <p>13. Uses thinking skills to resolve conflicts</p> <ul style="list-style-type: none"> 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 |
| Standard 6: Develop geographic awareness. | Chapter 3: "Geometry and Spatial Sense," pp. 136–137, 141; "Spaces and Geography," pp. 146–147, 150 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Social Studies" | <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>32. Shows awareness of position in space</p> <ul style="list-style-type: none"> 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 <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations |

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| Standard 7: Develop awareness of the natural environment and how it can be protected. | Chapter 3: "Earth and the Environment," pp. 144, 145; "People and the Environment," p. 148, 151 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 11: "Discovery," pp. 381–401 Chapter 16: "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519 | SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment |
| DOMAIN V: CREATIVE DEVELOPMENT: VISUAL ART | | |
| Standard 1: Create and express themselves through a variety of art experiences. | Chapter 3: "Visual Arts," p. 154, 155; "Process Skills," pp. 161–162 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 9: "Art," pp. 317–349 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts" | 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 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 |
| Standard 2: Begin to learn about art elements and techniques. | Chapter 3: "Visual Arts," p. 154, 155 Chapter 9: "Stages in Painting, Drawing, and Using Other Art Materials," pp. 337–340 | 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 |
| DOMAIN V: CREATIVE DEVELOPMENT: MUSIC | | |
| Standard 1: Create and express themselves through a variety of music experiences. | Chapter 2: "Large-Group Time," pp. 84–85 Chapter 3: "Music," p. 153, 155 Chapter 13: "Music and Movement," pp. 423–441 | There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item. |
| Standard 2: Begin to learn about music elements and techniques. | | |

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| DOMAIN V: CREATIVE DEVELOPMENT: CREATIVE MOVEMENT AND DRAMA | | |
| Standard 1: Create and express themselves through a variety of creative movement and drama experiences. | Chapter 3: "Dance," p. 152, 155; "Drama," pp. 153–154, 155 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 13: "Music and Movement," pp. 423–441 | <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <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 <p>36. Makes believe with objects</p> <ul style="list-style-type: none"> 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 <p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>32. Shows awareness of position in space</p> <ul style="list-style-type: none"> 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 |
| Standard 2: Begin to learn about movement elements and techniques. | Chapter 3: "Dance," p. 152, 155 Chapter 13: "Music and Movement," pp. 423–441 | |
| DOMAIN V: CREATIVE DEVELOPMENT: AESTHETIC APPRECIATION | | |
| Standard 1: Develop appreciation for natural and cultural beauty and for visual and performing arts. | Chapter 3: "The Arts," pp. 152–155 Chapter 9: "Nurturing Children's Appreciation of Art," p. 345 Chapter 9: "Talking With Children About Their Art," pp. 342–344 Chapter 9: "What is Wrong With Coloring Books and Precut Patterns?" p. 347 Section in all Interest Area chapters: "What Children Learn in the ___ Area: The Arts" | There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item. |