

Correlation Between *The Creative Curriculum*® Developmental Continuum and the Head Start Child Outcomes Framework

| <i>The Creative Curriculum</i> ® Developmental Continuum | Language | Literacy | Mathematics | Science | Creative Arts | Approaches to Learning | Social/Emotional Development | Physical Health & Well Being | 13 Domain Elements & Indicators (See Key for Descriptions) | | | | | | | | | | | | |
|--|----------|----------|-------------|---------|---------------|------------------------|------------------------------|------------------------------|--|---|---|---|---|---|---|---|---|----|----|----|----|
| | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| SOCIAL/EMOTIONAL DEVELOPMENT | | | | | | | | | | | | | | | | | | | | | |
| Sense of Self | | | | | | | | | | | | | | | | | | | | | |
| 1. Shows ability to adjust to new situations | | | | | | | ● | | | | | | | | | | | | | | |
| 2. Demonstrates appropriate trust in adults | | | | | | | ● | | | | | | | | | | | | | | |
| 3. Recognizes own feelings and manages them appropriately | ● | | | | ● | | ● | | ● | | | | | | | | | | | | |
| 4. Stands up for rights | ● | | | | | | ● | | ● | | | | | | | | | | | | |
| Responsibility for Self and Others | | | | | | | | | | | | | | | | | | | | | |
| 5. Demonstrates self-direction and independence | | | | | | | ● | ● | | | | | | | | | | | | | |
| 6. Takes responsibility for own well-being | | | | | | | ● | ● | | | | | | | | | | | | | |
| 7. Respects and cares for classroom environment and materials | | | | | | ● | ● | | | | | | | | | | | | | | |
| 8. Follows classroom routines | | | | | | | ● | ● | | | | | | | | | | | | | |
| 9. Follows classroom rules | | | | | | | ● | ● | | | | | | | | | | | | | |
| Prosocial Behavior | | | | | | | | | | | | | | | | | | | | | |
| 10. Plays well with other children | | | | | | | ● | | | | | | | | | | | | | | |
| 11. Recognizes the feelings of others and responds appropriately | | | | | | | ● | | | | | | | | | | | | | | |
| 12. Shares and respects the rights of others | | | | | | | ● | | | | | | | | | | | | | | |
| 13. Uses thinking skills to resolve conflicts | ● | | | | | | ● | | | | | | | | | | | | | | |
| PHYSICAL DEVELOPMENT | | | | | | | | | | | | | | | | | | | | | |
| Gross Motor | | | | | | | | | | | | | | | | | | | | | |
| 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) | | | | | | | | ● | | | | | | | | | | | | | |
| 15. Shows balance while moving | | | | | ● | | | ● | | | | | | | | | | | | | |
| 16. Climbs up and down | | | | | | | | ● | | | | | | | | | | | | | |

Correlation Between The Creative Curriculum® Developmental Continuum and the Head Start Child Outcomes Framework, continued

| | Language | Literacy | Mathematics | Science | Creative Arts | Approaches to Learning | Social/Emotional Development | Physical Health & Well Being | 13 Domain Elements & Indicators (See Key for Descriptions) | | | | | | | | | | | | |
|---|----------|----------|-------------|---------|---------------|------------------------|------------------------------|------------------------------|--|---|---|---|---|---|---|---|---|----|----|----|----|
| | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| <i>The Creative Curriculum® Developmental Continuum</i> | | | | | | | | | | | | | | | | | | | | | |
| LANGUAGE DEVELOPMENT | | | | | | | | | | | | | | | | | | | | | |
| Listening and Speaking | | | | | | | | | | | | | | | | | | | | | |
| 38. Hears and discriminates the sounds of language | ● | ● | | | ● | | | | | | ● | ● | | | | | | | | | |
| 39. Expresses self using words and expanded sentences | ● | | | | | | ● | | | | | ● | | ● | | | | | | | |
| 40. Understands and follows oral directions | ● | | | | | | | | ● | | | | | | | | | | | | |
| 41. Answers questions | ● | | | | | ● | | | ● | ● | | | | | | | | | | | |
| 42. Asks questions | ● | | | | | ● | | | | ● | | ● | | | | | | | | | |
| 43. Actively participates in conversations | ● | | | | | | | | | ● | | | | | | | | | | | |
| Reading and Writing | | | | | | | | | | | | | | | | | | | | | |
| 44. Enjoys and values reading | | ● | | | | | | | | | | | ● | | | | | | | | |
| 45. Demonstrates understanding of print concepts | | ● | | | | | | | | | | | ● | ● | ● | | ● | | | | |
| 46. Demonstrates knowledge of the alphabet | | ● | | | | | | | | ● | ● | | ● | | ● | ● | | | | | |
| 47. Uses emerging reading skills to make meaning from print | | ● | | | | | | | | | ● | | ● | ● | ● | ● | | | | | |
| 48. Comprehends and interprets meaning from books and other texts | ● | ● | | | | | | | ● | | | | ● | | | | | | | | |
| 49. Understands the purpose of writing | | ● | | | | | | | | | | | | | | ● | ● | | | | |
| 50. Writes letters and words | | ● | | | | | | ● | | | | | | | ● | ● | ● | | | | |

Correlation Between The Creative Curriculum® Developmental Continuum and the Head Start Child Outcomes Framework, continued

Key to Head Start Domain Elements and Indicators

1. Understands an increasingly complex and varied vocabulary.
2. Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
3. For non-English-speaking children, progresses in listening to and understanding English.*
4. Uses an increasingly complex and varied spoken vocabulary.
5. For non-English-speaking children, progresses in speaking English.*
6. Phonological awareness.
7. Associates sounds with written words.
8. Book knowledge and appreciation.
9. Print awareness and concepts.
10. Recognizes a word as a unit of print.
11. Identifies at least 10 letters of the alphabet, especially those in their own name.
12. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.
13. Number and operations.

* Please note, for children whose first language is not English, the *Developmental Continuum* does not assess a child's progress toward acquisition of English. Therefore, this reporting tool does not provide information about progress in this area.