

**Alignment of the Head Start Program Performance Standards Subpart B, 1304.21, Education and Early Childhood Development  
With the Content of *The Creative Curriculum*® System**

**Materials for Children Ages Birth–Three**

*The Creative Curriculum*® for Infants, Toddlers & Twos

*The Creative Curriculum*® for Family Child Care

**Materials for Children Ages 3–5**

*The Creative Curriculum*® for Preschool

*Literacy: The Creative Curriculum*® Approach

*Mathematics: The Creative Curriculum*® Approach

*The Creative Curriculum Study Starters*®

*The Creative Curriculum*® for Family Child Care

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Federal Head Start Program Performance Standards	<i>The Creative Curriculum</i> <sup>®</sup> System: <i>The Creative Curriculum</i> <sup>®</sup> for Infants, Toddlers & Twos; <i>The Creative Curriculum</i> <sup>®</sup> for Preschool; and other <i>Creative Curriculum</i> <sup>®</sup> publications as indicated
§ 1304.21 Education and early childhood development.	
(a) Child development and education approach for all children.	
(1) In order to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must:	
(i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles;	<p><b>Birth to Three</b> Chapter 1: “Individual Differences,” pp. 35–43: “Temperament,” pp. 35–37; “Life Circumstances,” pp. 38–39; “Life Circumstances That May Affect Children’s Development and Learning,” p. 38; “Dual Language Learners,” pp. 39–40; “Misunderstandings About Dual Language Learning,” p. 40; “Disabilities,” pp. 41–43</p> <p><b>Preschool</b> Chapter 1: “Individual Differences,” pp. 27–41: “Gender,” pp. 27–28; “Temperament,” pp. 28–30; “Interests,” pp. 30–31; “Learning Styles: Visual Learners,” p. 31; “Learning Styles: Kinesthetic Learners,” p. 32; “Life Experiences,” p. 33; Culture,” pp. 34–35; “Special Needs,” pp. 35–38; “Gifted Children,” pp. 35–36; “Children With Disabilities,” pp. 36–38; “English-Language Learners,” pp. 38–41</p>

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(ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) (see 45 CFR 1308.19);	<p><b>Birth to Three</b>  Chapter 1 (“Knowing Infants, Toddlers, and Twos”): “Disabilities,” pp. 41–43  Chapter 2 (“Creating a Responsive Environment”): “Adapting the Environment for Children With Disabilities,” pp. 81–83  Chapter 4 (“Caring and Teaching”): “Children With Disabilities,” pp. 166–167  Chapter 5 (“Building Partnerships With Families”): “Supporting the Families of Children With Disabilities,” pp. 215–216  Chapter 11 (“Playing With Toys”): “Including All Children (Adapting Toys),” pp. 299–300  Chapter 13 (“Enjoying Stories and Books”): “Children With Disabilities: (Partial Visual or Hearing Impairments or Motor Disabilities),” pp. 336–337; “Strategies for Children With Partial Visual Impairments,” p. 336; “Strategies for Children With Hearing Impairments,” p. 337; “Strategies for Children With Motor Disabilities,” p. 337  Chapter 18 (“Going Outdoors”): “Including All Children (Adapting Outdoor Play Space),” p. 414</p> <p><b>Preschool</b>  Chapter 1 (“How Children Develop and Learn”): “Children With Disabilities,” pp. 36–38  Chapter 2 (“The Learning Environment”): “Adaptations for Children With Disabilities,” pp. 71–72  Chapter 4 (“The Teacher’s Role”): “Teaching Children With Disabilities,” pp. 180–181  Chapter 9 (“Art”): “Including All Children in the Art Area (Adapting Art Materials),” p. 346  Chapter 10 (“Library”): “Including All Children in the Library Area (Adapting Reading and Writing Materials)”  Chapter 15 (“Computers”): “Adapting the Computer Area for Children With Special Needs,” pp. 480–481; “Computer Assistive Devices,” p. 481  Chapter 16 (“Outdoors”): “Adapting the Outdoors Area for Children With Special Needs,” p. 510</p> <p><b>Literacy: <i>The Creative Curriculum</i>® Approach</b>  Chapter 2: “Adaptations for Children With Disabilities,” pp. 59–61  Chapter 4: “Special Challenges in the Library Area (Adapting Reading and Writing Materials),” pp. 142–143</p> <p><b>Mathematics: <i>The Creative Curriculum</i>® Approach</b>  Chapter 3: “Supporting Children With Disabilities,” pp. 105–107</p>
(iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition;	<p><b>Birth to Three</b>  Chapter 2: “Setting Up the Physical Environment,” pp. 64–85</p> <p><b>Preschool</b>  Chapter 2: “Creating a Responsive Environment,” pp. 63–105; “Setting Up and Maintaining the Classroom,” pp. 62–81</p>
(iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities; and	<p><b>Birth to Three</b>  Chapter 2: “Creating a Structure for Each Day,” pp. 86–104, especially “Planning a Daily Schedule,” pp. 86–87; “Daily Schedule,” pp. 92–93</p> <p><b>Preschool</b>  Chapter 2: “Small-Group Time,” p. 86; “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97  Chapter 4: “The Teacher’s Role,” pp. 165–209</p>

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(v) Allow and enable children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parents.	<p><b>Birth to Three</b> Chapter 7: “Diapering and Toileting,” pp. 233–245</p> <p><b>Preschool</b> Chapter 2: “Transition Times,” pp. 88–89</p>
<b>(2) Parents must be:</b>	
(i) Invited to become integrally involved in the development of the program's curriculum and approach to child development and education;	<p><b>Birth to Three</b> Chapter 5: “Building Partnerships With Families,” pp.181–217; “Getting to Know Families,” pp. 185–187; “Appreciating Differences Among Families,” pp. 185–186 Final page of all Routines chapters (6–10): “Working in Partnership With Families;” “Sharing Thoughts About...” (Letter to families about each routine) Final page of all Experiences chapters (11–18): “Sharing Thoughts About...” (Letter to families about each experience)</p> <p><b>Preschool</b> Chapter 5: “The Family’s Role,” pp. 211–241; “Getting to Know Families,” pp. 212–217; “Appreciating Family Differences,” pp. 212–213; “Making Families Feel Welcome,” pp. 218–222 Section in all Interest Area chapters: “A Letter to Families About the ____ Area”</p>
(ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences; and	<p><b>Birth to Three</b> Chapter 5: “Developing an Individual Care Plan for Each Child,” p. 191; “Reaching Out to All Family Members,” p. 192; “Communicating With Families,” pp. 193–201; “Building Trust Through Daily Interactions,” pp. 193–194; “Making the Most of Daily Exchanges,” pp. 195–196; “Communicating in More Formal Ways,” pp. 197–198 Appendix: “Individual Care Plan Family Information Form,” pp. 425–427; “Individual Care Plan,” p. 429</p> <p><b>Preschool</b> Chapter 5: “Communicating With Families,” pp. 223–224; “Making the Most of Daily Exchanges With Families,” p. 223; “Ways to Communicate Formally With Families,” p. 224; “Partnering With Families on Children’s Learning,” pp. 225–234; “Offering a Variety of Ways to Be Involved,” pp. 225–227; “Ways for Families to Be Involved: Sharing Their Culture,” p. 226; “Making Classroom Participation Meaningful,” pp. 228–231</p>
(iii) Encouraged to participate in staff-parent conferences and home visits to discuss their child's development and education (see 45 CFR 1304.40(e)(4) and 45 CFR 1304.40(i)(2)).	<p><b>Birth to Three</b> Chapter 5: “Holding Conferences With Families,” pp. 198–200; “Making Home Visits,” pp. 200–201</p> <p><b>Preschool</b> Chapter 5: “Home Visits,” pp. 215–217; “Meeting With Families to Share Information and Plan,” pp. 231–234; “Preparing for a Conference,” pp. 232–233; “Conducting a Conference,” pp. 233–234</p>

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<b>(3) Grantee and delegate agencies must support social and emotional development by:</b>	
<b>(i) Encouraging development which enhances each child's strengths by:</b>	
(A) Building trust;	<p><b>Birth to Three</b>  Foundation Chapter: “Erikson: Trust,” p. 5; “Developing Relationships,” pp. 8–11  Chapter 1: “Social/Emotional Development,” pp. 22–26  Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Building a Relationship With Each Child,” pp. 103–105  Chapter 4: “Building Relationships,” pp. 138–145; “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  Sections in all Routines chapters (6–10): “Supporting Development and Learning: Caring and Teaching;” “Responding to What Children Need”  Sections in all Experiences chapters (11–18): “Supporting Development and Learning: Learning About Self and Others;” “Responding to and Planning for Each Child”</p> <p><b>Preschool</b>  Foundation Chapter: “Erikson: Trust,” p.3  Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Building a Relationship With Each Child,” pp. 103–105  Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”</p>
(B) Fostering independence;	<p><b>Birth to Three</b>  Foundation Chapter: “Erikson: Autonomy,” p. 5  Chapter 4: “Guiding Children’s Learning,” pp. 160–167; “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164</p> <p><b>Preschool</b>  Foundation Chapter: “Erikson: Autonomy, Initiative,” pp.3–4  Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178</p>
(C) Encouraging self-control by setting clear, consistent limits, and having realistic expectations;	<p><b>Birth to Three</b>  <b>Chapter 2:</b> “Creating a Responsive Environment,” pp. 63–105; “Keeping Children Safe and Healthy,” pp. 77–79; “Creating a Structure for Each Day,” pp. 86–104  Chapter 4: “Promoting Children’s Self-Regulation,” pp. 146–152; “Using Positive Guidance Strategies,” pp. 149–152; “Responding to Challenging Behaviors (Physical Aggression, Temper Tantrums, Biting),” pp. 153–159</p> <p><b>Preschool</b>  Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Responding to Challenging Behavior,” pp. 116–122; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p>

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(D) Encouraging respect for the feelings and rights of others; and	<p><b>Birth to Three</b> Chapter 4: “Building Relationships,” pp. 138–145; “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142</p> <p><b>Preschool</b> 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</p>
(E) Supporting and respecting the home language, culture, and family composition of each child in ways that support the child’s health and well-being; and	<p><b>Birth to Three</b> Chapter 1: “How Culture Might Affect Social/Emotional Development,” pp. 25–26; “How Culture Might Affect Physical Development,” p. 28; “How Culture Might Affect Cognitive Development,” p. 31; “How Culture Might Affect Language Development,” p. 34; “Life Circumstances That May Affect Children’s Development and Learning,” p. 38 Chapter 4: “Dual Language Learners,” pp. 165–166 Chapter 13: “Dual Language Learners,” pp. 335–336</p> <p><b>Preschool</b> Chapter 1: “English-Language Learners,” pp. 38–41 Chapter 4: “Teaching English Language Learners,” pp. 181–183</p> <p><b>Literacy: <i>The Creative Curriculum</i>® Approach</b> Chapter 2: “Adaptations for English Language Learners,” pp. 62–65; “Stages of Learning a Second Language,” p. 63; “Family Partnership Supports (for multi-lingual families),” p. 65</p> <p><b>Mathematics: <i>The Creative Curriculum</i>® Approach</b> Chapter 3: “Supporting English Language Learners,” pp. 100–103</p>
(ii) Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child’s needs.	<p><b>Birth to Three</b> Chapter 2: “Planning for Transitions,” pp. 94–95 All Routines chapters, (Chapters 6–10, pp. 221–287): “Hellos and Good-Byes,” “Diapering and Toileting,” “Eating and Mealtimes,” “Sleeping and Nap Time,” “Getting Dressed”</p> <p><b>Preschool</b> Chapter 2: “Transition Times,” pp. 88–89; “Daily Events,” pp. 82–92; “The Daily Schedule,” pp. 92–97</p>

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<b>(4) Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by:</b>	
(i) Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration;	<p><b>Birth to Three</b>  Chapter 1: "Cognitive Development," pp. 29–31; "Language Development," pp. 32–34  "The Foundation for All Learning (Social/Emotional Development)," pp. 108–109  Chapter 4: "Caring and Teaching," pp. 137–179; "Guiding Children's Learning," pp. 160–167; "Learning Through Play," pp. 161–163; "Talking With Infants, Toddlers, and Twos," p. 163; "Extending Children's Knowledge and Skills," p. 164  Sections in all Routines chapters (6–10): "Supporting Development and Learning: Learning About the World;" "Supporting Development and Learning: Learning About Communicating"  Sections in all Experiences Chapters (11–18): "Supporting Development and Learning: Learning About the World;" "Supporting Development and Learning: Learning About Communicating"</p> <p><b>Preschool</b>  Chapter 2: "Validate Children's Accomplishments and Progress," pp. 104–105  Chapter 4: "The Teacher's Role," pp. 165–209; "Guiding Children's Learning," pp. 173–198; "Using a Range of Teaching Approaches," pp. 173–178; "Child-Initiated Learning," pp. 173–174; "Teacher-Directed Learning," pp. 174–175; "Interacting With Children to Promote Learning," pp. 175–178; "Talking With Children About Their Work," p. 177; "Asking Children Open-Ended Questions," pp. 177–178</p>
(ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;	<p><b>Birth to Three</b>  Chapter 12: "Imitating and Pretending," pp. 309–321  Chapter 14: "Connecting With Music and Movement," pp. 343–355  Chapter 15: "Creating With Art," pp. 357–373</p> <p><b>Preschool</b>  Chapter 7: "Dramatic Play," pp. 271–293  Chapter 9: "Art," pp. 317–349  Chapter 13: "Music and Movement," pp. 423–441</p>
(iii) Promoting interaction and language use among children and between children and adults; and	<p><b>Birth to Three</b>  Sections in all Routines chapters (6–10): "Supporting Development and Learning;" "Caring and Teaching;" "Responding to What Children Need"  Sections in all Experiences chapters (11–18): "Supporting Development and Learning;" "Playing With, Reading With, (etc.) Young Infants, Mobile Infants, Toddlers, and Twos;" "Caring and Teaching;" "Responding to and Planning for Each Child"</p> <p><b>Preschool</b>  Chapter 4: "Interacting With Children to Promote Learning," pp. 175–178; "Talking With Children About Their Work," p. 177; "Asking Children Open-Ended Questions," pp. 177–178  Sections in all Interest Area chapters: "How ___ Promotes Cognitive Development;" "Observing, Responding to, and Interacting With Children in the ___ Area"</p>

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(iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	<p><b>LITERACY DEVELOPMENT</b></p> <p><b>Birth to Three</b>  Chapter 3: “Building Language and Literacy Skills,” pp. 110–121  Chapter 13: “Enjoying Stories and Books,” pp. 323–341  Section in all Routines and Experiences chapters (6-18): “Supporting Development and Learning: Learning About Communicating”</p> <p><b>Preschool</b>  Chapter 3: “Literacy,” pp. 126–133  Chapter 10: “Library,” pp. 351–379  Sections in all Interest Area chapters: “How ___ Promotes Language Development;” “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p><b><i>Literacy: The Creative Curriculum</i><sup>®</sup> Approach</b>  Chapter 1: “Components of Literacy,” pp. 5–42; Chapter 2: “Planning Your Literacy Program,” pp. 45–66; Chapter 3: “Teaching Strategies,” pp. 69–131; Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190; Chapter 5: “Literacy Activities,” pp. 191–267</p> <p><b><i>The Creative Curriculum</i><sup>®</sup> Literacy Kits: 1: Guided Learning—Listening and Speaking; 2: Guided Learning—Reading and Writing; 3: Independent Explorations—Library; 4: Independent Explorations—Interest Areas</b></p> <p><b>MATH DEVELOPMENT</b></p> <p><b>Birth to Three</b>  Chapter 3: “Discovering Mathematical Relationships,” pp. 122–127  Chapter 11: “Playing With Toys,” pp. 291–307  Chapter 16: “Tasting and Preparing Food,” pp. 375–387  Chapter 17: “Exploring Sand and Water,” pp. 389–401  Section in all Routines and Experiences chapters (6-18): “Supporting Development and Learning: Learning About the World”</p> <p><b>Preschool</b>  Chapter 3: “Mathematics,” pp. 134–141  Chapter 6: “Blocks,” pp. 243–269  Chapter 8: “Toys and Games,” pp. 295–315  Chapter 12: “Sand and Water,” pp. 403–421  Chapter 14: “Cooking,” pp. 443–469</p> <p><b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b>  Chapter 1: “The Components of Mathematics,” pp. 5–45; Chapter 2: “Mathematical Process Skills,” pp. 47–65; Chapter 3: Planning Your Mathematics Program, pp. 67–107; Chapter 4: “Mathematics Learning in Interest Areas,” pp. 109–167; Chapter 5: “Mathematics Activities,” pp. 169–298</p> <p><b><i>The Creative Curriculum</i><sup>®</sup> Math Kits: 1: Number, Geometry &amp; Data; 2: Patterns &amp; Measurement</b></p>

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<b>(5) In center-based settings, grantee and delegate agencies must promote each child's physical development by:</b>	
(i) Providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills;	<p><b>Birth to Three</b>  Chapter 1: “Physical Development,” pp. 26–28  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</p> <p><b>Preschool</b>  Chapter 1: “Physical Development: Gross Motor,” p. 20  Chapter 13: “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424  Chapter 16: “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494</p>
(ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level; and	<p><b>Birth to Three</b>  Chapter 1: “Physical Development,” pp. 26–28  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</p> <p><b>Preschool</b>  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, and Cooking, and Computers Promote Physical Development,” pp. 243–244, 271–272, 295–296, 317–318, 351–352, 381–382, 403–404, 443–444, 471–472</p>

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(iii) Providing an appropriate environment and adult guidance for the participation of children with special needs.	<p><b>Birth to Three</b></p> <p>Chapter 1 (“Knowing Infants, Toddlers, and Twos”): “Life Circumstances That May Affect Children’s Development and Learning,” p. 38; “Dual Language Learners,” pp. 39–40; “Misunderstandings About Dual Language Learning,” p. 40; “Disabilities,” pp. 41–43</p> <p>Chapter 2 (“Creating a Responsive Environment”): “Adapting the Environment for Children With Disabilities,” pp. 81–83</p> <p>Chapter 4 (“Caring and Teaching”): “Including All Children,” pp. 165–167; “Dual Language Learners,” pp. 165–166; “Children With Disabilities,” pp. 166–167</p> <p>Chapter 5 (“Building Partnerships With Families”): “Supporting the Families of Children With Disabilities,” pp. 215–216</p> <p>Chapter 11 (“Playing With Toys”): “Including All Children (Adapting Toys),” pp. 299–300</p> <p>Chapter 13 (“Enjoying Stories and Books”): “Dual Language Learners,” pp. 335–336; “Children With Disabilities: (Partial Visual or Hearing Impairments or Motor Disabilities),” pp. 336–337; “Strategies for Children With Partial Visual Impairments,” p. 336; “Strategies for Children With Hearing Impairments,” p. 337; “Strategies for Children With Motor Disabilities,” p. 337</p> <p>Chapter 18 (“Going Outdoors”): “Including All Children (Adapting Outdoor Play Space),” p. 414</p> <p><b>Preschool</b></p> <p>Chapter 1 (“How Children Develop and Learn”): “Children With Special Needs,” pp. 35–38; “Gifted Children,” pp. 35–36; “Children With Disabilities,” pp. 36–38; “English-Language Learners,” pp. 38–41</p> <p>Chapter 2 (“The Learning Environment”): “Adaptations for Children With Disabilities,” pp. 71–72</p> <p>Chapter 4 (“The Teacher’s Role”): “Adapting Instruction to Include All Children,” pp. 179–183; “Teaching Children Who Are Gifted,” pp. 179–180; “Teaching Children With Disabilities,” pp. 180–181; “Teaching English Language Learners,” pp. 181–183</p> <p>Chapter 9 (“Art”): “Including All Children in the Art Area (Adapting Art Materials),” p. 346</p> <p>Chapter 10 (“Library”): “Including All Children in the Library Area (Adapting Reading and Writing Materials),” and “Special Challenges in the Library Area,” pp. 374–375; “I Have A Child in My Class Who Is Already Reading...,” p. 377</p> <p>Chapter 15 (“Computers”): “Adapting the Computer Area for Children With Special Needs,” pp. 480–481; “Computer Assistive Devices,” p. 481</p> <p>Chapter 16 (“Outdoors”): “Adapting the Outdoors Area for Children With Special Needs,” p. 510</p> <p><b>Literacy: <i>The Creative Curriculum</i>® Approach</b></p> <p>Chapter 2: “Adaptations for Children Who Are Advanced Language and Literacy Learners,” pp. 58–59; “Adaptations for Children With Disabilities,” pp. 59–61; “Adaptations for English Language Learners,” pp. 62–65</p> <p>Chapter 4: “Special Challenges in the Library Area (Adapting Reading and Writing Materials),” pp. 142–143</p> <p>Chapter 5: “Literacy Activities,” pp. 191–267; “Extensions and Modifications,” p. 191</p> <p>Sections in Each Literacy Activity: “Extension(s),” “Modification(s)”</p> <p><b>Mathematics: <i>The Creative Curriculum</i>® Approach</b></p> <p>Chapter 3: “Supporting Children With Disabilities,” pp. 105–107</p> <p>Chapter 5: “Mathematics Activities,” pp. 169–298; “Meeting the Needs of Diverse Learners and Going Beyond,” p. 169</p> <p>Sections in Each Literacy Activity: “Meeting the Needs of Diverse Learners,” “Going Beyond”</p>

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<b>(6) In home-based settings, grantee and delegate agencies must encourage parents to appreciate the importance of physical development, provide opportunities for children's outdoor and indoor active play, and guide children in the safe use of equipment and materials.</b>	See <i>The Creative Curriculum</i> ® for Family Child Care Introduction Part One: Setting the Stage “Understanding Child Development,” “Setting Up Your Home for Child Care,” “Managing the Day,” “Working With Children,” “Building a Partnership With Parents” Part Two: Activities “Overview and Goals,” “Dramatic Play,” “Blocks,” “Toys,” “Art,” “Sand and Water,” “Books,” “Cooking,” “Music and Movement,” “Outdoors”
<b>(b) Child development and education approach for infants and toddlers.</b>	
<b>(1) Grantee and delegate agencies' program of services for infants and toddlers must encourage (see 45 CFR 1304.3(a)(5) for a definition of curriculum):</b>	
(i) The development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language (see 45 CFR 1304.52(g)(2));	<b>Birth to Three: <i>The Creative Curriculum</i>® for Infants, Toddlers &amp; Twos</b> Chapter 1: “How Culture Might Affect Social/Emotional Development,” pp. 25–26; “How Culture Might Affect Physical Development,” p. 28; “How Culture Might Affect Cognitive Development,” p. 31; “How Culture Might Affect Language Development,” p. 34; “Life Circumstances That May Affect Children’s Development and Learning,” p. 38 Chapter 4: “Building Relationships,” pp. 138–145; “Strategies for Building Trusting Relationships,” pp. 138–140; “Dual Language Learners,” pp. 165–166 Chapter 13: “Dual Language Learners,” pp. 335–336
(ii) Trust and emotional security so that each child can explore the environment according to his or her developmental level; and	<b>Birth to Three: <i>The Creative Curriculum</i>® for Infants, Toddlers &amp; Twos</b> Foundation Chapter: “Erikson: Trust,” p. 5; “Developing Relationships,” pp. 8–11 Chapter 1: “Social/Emotional Development,” pp. 22–26 Chapter 4: “Building Relationships,” pp. 138–145; “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 Sections in all Routines chapters (6–10): “Supporting Development and Learning: Caring and Teaching;” “Responding to What Children Need” Sections in all Experiences chapters (11–18): “Supporting Development and Learning: Learning About Self and Others;” “Responding to and Planning for Each Child”
(iii) Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.	<b>Birth to Three: <i>The Creative Curriculum</i>® for Infants, Toddlers &amp; Twos</b> 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 Sections in all Experiences chapters (11–18): “Supporting Development and Learning: Learning About Self and Others;” “Responding to and Planning for Each Child”

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<b>(2) Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that:</b>	
(i) Encourages the development of self-awareness, autonomy, and self-expression; and	<p><b>Birth to Three: <i>The Creative Curriculum</i>® for Infants, Toddlers &amp; Twos</b></p> <p>Foundation Chapter: “Erikson: Autonomy,” p. 5</p> <p>Chapter 4: “Guiding Children’s Learning,” pp. 160–167; “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164</p> <p>All Routines chapters (6-10): “Hellos and Good-Byes,” “Diapering and Toileting,” “Eating and Mealtimes,” “Sleeping and Nap Time,” “Getting Dressed,” pp. 221–287</p> <p>Sections in all Routines chapters (6–10): “Supporting Development and Learning: Learning About Themselves and Others”; “Responding to What Children Need”</p> <p>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</p> <p>Sections in all Experiences chapters (11–18): “Supporting Development and Learning: Learning About Self and Others”; “Responding to and Planning for Each Child”</p>
(ii) Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely.	<p><b>Birth to Three: <i>The Creative Curriculum</i>® for Infants, Toddlers &amp; Twos</b></p> <p>Chapter 3: “Building Language and Literacy Skills,” pp. 110–121</p> <p>Chapter 4: “Talking With Infants, Toddlers, and Twos,” p. 163</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Themselves and Others”</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Self and Others”</p>
<b>(3) Grantee and delegate agencies must promote the physical development of infants and toddlers by:</b>	
(i) Supporting the development of the physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking, and climbing; and	<p><b>Birth to Three: <i>The Creative Curriculum</i>® for Infants, Toddlers &amp; Twos</b></p> <p>Chapter 1: “Physical Development,” pp. 26–28</p> <p>Routines chapters (6-10): “Diapering and Toileting,” “Eating and Mealtimes,” “Getting Dressed”</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Moving”</p> <p>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</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Moving”</p>
(ii) Creating opportunities for fine motor development that encourage the control and coordination of small, specialized motions, using the eyes, mouth, hands, and feet.	<p><b>Birth to Three: <i>The Creative Curriculum</i>® for Infants, Toddlers &amp; Twos</b></p> <p>Chapter 1: “Physical Development,” pp. 26–28</p> <p>Routines chapters (6-10): “Eating and Mealtimes,” “Sleeping and Nap Time”</p> <p>Section in Routines Chapters (6-10): “Supporting Development and Learning: Learning About Moving”</p> <p>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</p> <p>Section in Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Moving”</p>

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<b>(c) Child development and education approach for preschoolers.</b>	
<b>(1) Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum (see 45 CFR 1304.3(a)(5)) that:</b>	
(i) Supports each child's individual pattern of development and learning;	<p><b>Preschool: <i>The Creative Curriculum</i>® for Preschool</b></p> <p>Chapter 1 (“How Children Develop and Learn”): “Individual Differences,” pp. 27–41; “Children With Special Needs,” pp. 35–38; “Gifted Children,” pp. 35–36; “Children With Disabilities,” pp. 36–38; “English-Language Learners,” pp. 38–41</p> <p>Chapter 2 (“The Learning Environment”): “Adaptations for Children With Disabilities,” pp. 71–72</p> <p>Chapter 4 (“The Teacher’s Role”): “Using a Range of Teaching Approaches,” pp. 173–178; “Adapting Instruction to Include All Children,” pp. 179–183; “Teaching Children Who Are Gifted,” pp. 179–180; “Teaching Children With Disabilities,” pp. 180–181; “Teaching English Language Learners,” pp. 181–183</p> <p>Chapter 9 (“Art”): “Including All Children in the Art Area (Adapting Art Materials),” p. 346</p> <p>Chapter 10 (“Library”): “Including All Children in the Library Area (Adapting Reading and Writing Materials),” and “Special Challenges in the Library Area,” pp. 374–375; “I Have A Child in My Class Who Is Already Reading...,” p. 377</p> <p>Chapter 15 (“Computers”): “Adapting the Computer Area for Children With Special Needs,” pp. 480–481; “Computer Assistive Devices,” p. 481</p> <p>Chapter 16 (“Outdoors”): “Adapting the Outdoors Area for Children With Special Needs,” p. 510</p> <p><b>Literacy: <i>The Creative Curriculum</i>® Approach</b></p> <p>Chapter 2: “Adaptations for Children Who Are Advanced Language and Literacy Learners,” pp. 58–59; “Adaptations for Children With Disabilities,” pp. 59–61; “Adaptations for English Language Learners,” pp. 62–65</p> <p>Chapter 4: “Special Challenges in the Library Area (Adapting Reading and Writing Materials),” pp. 142–143</p> <p>Chapter 5: “Literacy Activities,” pp. 191–267; “Extensions and Modifications,” p. 191</p> <p>Sections in Each Literacy Activity: “Extension(s),” “Modification(s)”</p> <p><b>Mathematics: <i>The Creative Curriculum</i>® Approach</b></p> <p>Chapter 3: “Supporting Children With Disabilities,” pp. 105–107</p> <p>Chapter 5: “Mathematics Activities,” pp. 169–298; “Meeting the Needs of Diverse Learners and Going Beyond,” p. 169</p> <p>Sections in Each Literacy Activity: “Meeting the Needs of Diverse Learners,” “Going Beyond”</p>

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(ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success;	<p><b>Preschool: <i>The Creative Curriculum</i>® for Preschool</b>  Chapter 1: “Cognitive Development,” p. 21  Chapter 3: “What Children Learn: Literacy, Mathematics, Science, Social Studies, The Arts, Technology, Process Skills,” p. 125–163  Sections in all Interest Area chapters: “How ___ Promotes Cognitive Development;” “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, Technology”</p> <p><b>Literacy: <i>The Creative Curriculum</i>® Approach</b>  Chapter 1: “Components of Literacy,” pp. 5–42; Chapter 2: “Planning Your Literacy Program,” pp. 45–66; Chapter 3: “Teaching Strategies,” pp. 69–131; Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190; Chapter 5: “Literacy Activities,” pp. 191–267</p> <p><b><i>The Creative Curriculum</i>® Literacy Kits: 1: Guided Learning—Listening and Speaking; 2: Guided Learning—Reading and Writing; 3: Independent Explorations—Library; 4: Independent Explorations—Interest Areas</b></p> <p><b>Mathematics: <i>The Creative Curriculum</i>® Approach</b>  Chapter 1: “The Components of Mathematics,” pp. 5–45; Chapter 2: “Mathematical Process Skills,” pp. 47–65; Chapter 3: Planning Your Mathematics Program, pp. 67–107; Chapter 4: “Mathematics Learning in Interest Areas,” pp. 109–167; Chapter 5: “Mathematics Activities,” pp. 169–298</p> <p><b><i>The Creative Curriculum</i>® Math Kits:  1: Number, Geometry &amp; Data; 2: Patterns &amp; Measurement</b></p> <p><b><i>The Creative Curriculum</i>® Study Starters</b>  Volume 1: <i>Boxes, Rocks, Ants, Clothes, Flowers, Buildings, and Balls</i>  Volume 2: <i>Chairs &amp; Things to Sit On, Wheels, Water Pipes, Trash &amp; Garbage, Shadows, and Exercise</i></p>
(iii) Integrates all educational aspects of the health, nutrition, and mental health services into program activities;	<p><b>Preschool: <i>The Creative Curriculum</i>® for Preschool</b>  Chapter 2: “Mealtimes,” pp. 90–91  Chapter 14: “Cooking,” pp. 443–469  Section in all Interest Area chapters: “How ___ Promotes Social/Emotional Development”</p>
(iv) Ensures that the program environment helps children develop emotional security and facility in social relationships;	<p><b>Preschool: <i>The Creative Curriculum</i>® for Preschool</b>  Chapter 2: “Creating a Classroom Community,” pp. 102–122; “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”</p>
(v) Enhances each child’s understanding of self as an individual and as a member of a group;	<p><b>Preschool: <i>The Creative Curriculum</i>® for Preschool</b>  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; “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Coaching Children on How to Be Assertive,” p. 120; “Determining the Causes of Challenging Behavior,” pp. 120–121; “Helping Children to Regain Control,” pp. 121–122</p>

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(vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and	<p><b>Preschool: <i>The Creative Curriculum</i>® for Preschool</b>  Chapter 1: “Social/Emotional Development,” pp. 18–19  Chapter 2: “Choice Time,” pp. 87–88; “Validate Children’s Accomplishments and Progress,” pp. 104–105; “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  All Interest Area chapters (Chapters 6–16): “Blocks,” “Dramatic Play,” “Toys and Games,” “Art,” “Library,” “Discovery,” “Sand and Water,” Music and Movement,” Cooking,” “Computers,” and “Outdoors,” pages 243–522  Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development;” “Observing, Responding to, and Interacting With Children in the ___ Area”</p>
(vii) Provides individual and small group experiences both indoors and outdoors.	<p><b>Preschool: <i>The Creative Curriculum</i>® for Preschool</b>  Chapter 2: “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88  Chapter 4: “Small-Group Instruction,” pp. 185–187  All Interest Area chapters (Chapters 6–16): “Blocks,” “Dramatic Play,” “Toys and Games,” “Art,” “Library,” “Discovery,” “Sand and Water,” Music and Movement,” Cooking,” “Computers,” and “Outdoors,” pages 243–522</p>
<b>(2) Staff must use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child (see 45 CFR 1304.20(b), 1304.20(d), and 1304.20(e)).</b>	<p><b>Preschool: <i>The Creative Curriculum</i>® for Preschool</b>  Chapter 1: “How Children Develop and Learn,” pp. 17–59  Chapter 4: “Using a Range of Teaching Approaches,” pp. 173–178; “Observing Children,” pp. 166–172; “Assessing Children’s Learning,” pp. 199–208; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p> <p><b>Literacy: <i>The Creative Curriculum</i>® Approach</b>  Chapter 2: “Planning Your Literacy Program,” pp. 45–66  Chapter 3: “Teaching Strategies,” pp. 69–131  “Scope and Sequence for Language and Literacy,” pp. 274–285</p> <p><b>Mathematics: <i>The Creative Curriculum</i>® Approach</b>  Chapter 3: Planning Your Mathematics Program, pp. 67–107  “Scope of Instruction,” pp. 327–337</p>