

Alignment of the Indiana *Foundations for Young Children* With the Goals and Objectives of *The Creative Curriculum*[®] for Preschool and *The Creative Curriculum*[®] *Developmental Continuum for Ages 3–5*

The Creative Curriculum for Preschool 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 teachers how to 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*, based on *The Creative Curriculum Developmental Continuum for Ages 3–5*.

The *Developmental Continuum* has 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 for each objective. (Forerunners are not shown in this document.) The developmental steps help teachers to determine each child’s current development in relation to each objective. This information also allows teachers to decide what specific support and kinds of experiences will enable each child to further develop and learn.

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References

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Indiana Foundations for Young Children	<i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool
ENGLISH/LANGUAGE ARTS		
FOUNDATION 1: READING: Word Recognition, Fluency, and Vocabulary Development		
Concepts About Print	<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>Chapter 1: “Language Development,” p. 22</p> <p>Chapter 3: “Knowledge of Print,” p. 128, 132</p> <p>Chapter 10: “Library,” pp. 351–379, especially “Skills for Engaging With Books,” pp. 365–366</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>
Phonological Awareness	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>38. Hears and discriminates the sounds of language</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Phonological Awareness,” pp. 127–128, 132</p> <p>Chapter 10: “Select Books That Help Children Gain Knowledge of the Alphabet and Phonological Awareness,” p. 357; “Materials for Listening,” pp. 359; “Literacy: Phonological Awareness,” p. 362; “Reading Books to Children,” pp. 370–373</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p>
Decoding and Word Recognition	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <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>47. Uses emerging reading skills to make meaning from print</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Letters and Words,” p. 129, 133; “Comprehension,” pp. 129–130, 133</p> <p>Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p>

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Vocabulary and Concept Development	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 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 Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”
FOUNDATION 2: READING: Reading Comprehension		
Structural Features of Informational and Technical Materials	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 10: “Library,” pp. 351–379 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”
FOUNDATION 3: READING: Literary Response and Analysis		
Emergent Literacy with Appropriate Books and Stories	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Reading Books to Children,” pp. 370–373; “Listening to Tapes With Children,” p. 374

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FOUNDATION 4: WRITING: Writing Process		
Organization and Focus	LANGUAGE DEVELOPMENT—Reading and Writing 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning	Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374
FOUNDATION 5: WRITING: Writing Application		
Different Types of Writing and Their Characteristics	LANGUAGE DEVELOPMENT—Reading and Writing 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “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”
FOUNDATION 6: WRITING: Writing Conventions		
Handwriting and Spelling	LANGUAGE DEVELOPMENT—Reading and Writing 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “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”
FOUNDATION 7: LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications		
Comprehension	LANGUAGE DEVELOPMENT—Listening and Speaking 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178 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>Oral Communication</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>41. Answers questions</p> <ul style="list-style-type: none"> I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details <p>42. Asks questions</p> <ul style="list-style-type: none"> I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding 	<p>Chapter 1: “Language Development,” p. 22 Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p>
<p>Speaking Applications</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>40. Understands and follows oral directions</p> <ul style="list-style-type: none"> I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps <p>43. Actively participates in conversations</p> <ul style="list-style-type: none"> 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>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p>

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MATHEMATICS		
FOUNDATION 1: NUMBER SENSE		
Number Relationships	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>33. Uses one-to-one correspondence</p> <ul style="list-style-type: none"> 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 <p>34. Uses numbers and counting</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>
FOUNDATION 2: COMPUTATION		
Counting, Sorting, Classifying, and Comparing Objects	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> 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 <p>29. Arranges objects in a series</p> <ul style="list-style-type: none"> 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 <p>34. Uses numbers and counting</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>
FOUNDATION 3: ALGEBRA AND FUNCTIONS		
Finding Patterns and Relationships	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>30. Recognizes patterns and can repeat them</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>

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FOUNDATION 4: GEOMETRY		
Recognizing Common Geometric Shapes and Using Directional Words	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> 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 <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>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>
FOUNDATION 5: MEASUREMENT		
Time and Measurement Relationships	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <ul style="list-style-type: none"> 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 <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 	<p>Chapter 3: “Measurement,” pp. 137–138, 141</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p>
FOUNDATION 6: PROBLEM SOLVING		
Ability to Reason, Predict, and Problem Solve Through Exploration	<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 	<p>Chapter 1: “Cognitive Development,” p. 21</p> <p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175; “Promoting Learning in Interest Areas,” pp. 187–189; “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: “What Children Learn in the ___ Area: Mathematics”</p>

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SCIENCE		
FOUNDATION 1: THE NATURE OF SCIENCE		
Scientific Inquiry and Process	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect <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 	Chapter 3: “Science,” pp. 142–145; “Technology,” pp. 156–160; “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174 ; “Teacher-Directed Learning,” pp. 174–175 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 15: “Computers,” pp. 471–491 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”
FOUNDATION 2: SCIENTIFIC THINKING		
Computation And Estimation	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context <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 	Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”
Shapes And Symbolic Relationships	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects <ul style="list-style-type: none"> 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 30. Recognizes patterns and can repeat them <ul style="list-style-type: none"> I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying 	Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”

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FOUNDATION 3: ENVIRONMENTS		
The Physical Setting	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	Chapter 3: “Physical Science,” pp. 142–143, 145; “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”
The Living Environment	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Caring for Living Things,” pp. 500–501; “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”
FOUNDATION 4: COMMUNICATION		
Sharing Observations and Discoveries	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198

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SOCIAL STUDIES		
FOUNDATION 1: HISTORY		
Chronological Thinking and Historical Knowledge	<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 	<p>Chapter 2: “Taking Attendance,” pp. 82–83; “Using a Calendar,” p. 85; “Transition Times,” pp. 88–89; “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92; “The Daily Schedule,” pp. 92–97</p> <p>Chapter 3: “People and the Past,” p. 149, 151; “Awareness of Technology,” p. 157, 160</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: “What Children Learn in the ___ Area: Social Studies”</p>
FOUNDATION 2: CIVICS AND GOVERNMENT		
Foundations and Functions of Government and Its Citizens	<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 DEVEL.—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>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>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>Chapter 1: “Social/Emotional Development,” pp. 18–19</p> <p>Chapter 2: “Choice Time,” pp. 87–88; “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</p> <p>Chapter 3: “People and How They Live,” pp. 147–148, 150</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>

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FOUNDATION 3: GEOGRAPHY		
Location (Spatial Awareness)	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective	Chapter 3: “Spaces and Geography,” pp. 146–147, 150 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “Creating an Environment for the ___ Area”
Places and Regions	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	Chapter 3: “Earth and the Environment,” pp. 144, 145 ; “Spaces and Geography,” pp. 146–147, 150; “People and the Environment,” p. 148, 151 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
Physical Systems	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	Chapter 3: “Earth and the Environment,” pp. 144, 145 ; “Spaces and Geography,” pp. 146–147, 150; “People and the Environment,” p. 148, 151 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
Human Systems	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play	Chapter 2: “Creating a Classroom Community,” pp. 102–122 Chapter 5: “Appreciating Family Differences,” pp. 212–213 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
Environment and Society	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	Chapter 3: “People and the Environment,” p. 148, 151 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”

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FOUNDATION 4: ECONOMICS		
Economics	<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>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 	<p>Chapter 2: “Choice Time,” pp. 87–88</p> <p>Chapter 3: “People and How They Live,” pp. 147–148, 150</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>
FOUNDATION 5: INDIVIDUALS, SOCIETY, and CULTURE		
Cultural Diversity	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>3. Recognizes own feelings and manages them appropriately</p> <ul style="list-style-type: none"> I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>11. Recognizes the feelings of others and responds appropriately</p> <ul style="list-style-type: none"> 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 <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 	<p>Chapter 1: “Individual Differences,” pp. 27–41</p> <p>Chapter 5: “Appreciating Family Differences,” pp. 212–213</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>

Indiana Foundations for Young Children	Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool
PHYSICAL EDUCATION/HEALTH		
FOUNDATION 1: GROSS/FINE MOTOR AND SENSORY DEVELOPMENT		
Locomotor and Non-locomotor skills	<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>16. Climbs up and down</p> <ul style="list-style-type: none"> I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <ul style="list-style-type: none"> I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control <p>18. Demonstrates throwing, kicking, and catching skills</p> <ul style="list-style-type: none"> I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy <p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>19. Controls small muscles in hands</p> <ul style="list-style-type: none"> I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination <p>20. Coordinates eye-hand movement</p> <ul style="list-style-type: none"> I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail <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>Chapter 1: “Physical Development: Gross Motor,” p. 20; “Physical Development: Fine Motor,” p. 20</p> <p>Chapter 13: “How Music and Movement Promote Development: Physical Development,” p. 423, p. 425</p> <p>Chapter 16: “How Outdoor Play Promotes Development: Physical Development,” pp. 493–494</p>

Indiana Foundations for Young Children	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool
FOUNDATION 2: APPLICATION OF MOVEMENT CONCEPTS AND PRINCIPLES TO THE LEARNING AND DEVELOPMENT OF MOTOR SKILLS		
Identifying Movement Concepts and Applying to Motor Skills	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <p>15. Shows balance while moving</p> <p>16. Climbs up and down</p> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <p>18. Demonstrates throwing, kicking, and catching skills</p> <p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>19. Controls small muscles in hands</p> <p>20. Coordinates eye-hand movement</p> <p>21. Uses tools for writing and drawing</p>	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20; “Physical Development: Fine Motor,” p. 20</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”</p>
FOUNDATION 3: ENJOYMENT OF MOTOR AND SENSORY EXPERIENCES		
Exhibiting Self-Confidence	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <p style="padding-left: 20px;">I. Works/plays cooperatively with one other child</p> <p style="padding-left: 20px;">II. Successfully enters a group and plays cooperatively</p> <p style="padding-left: 20px;">III. Maintains an ongoing friendship with at least one other child</p> <p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <p>15. Shows balance while moving</p> <p>16. Climbs up and down</p> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <p>18. Demonstrates throwing, kicking, and catching skills</p> <p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>19. Controls small muscles in hands</p> <p>20. Coordinates eye-hand movement</p> <p>21. Uses tools for writing and drawing</p>	<p>All Interest Area Chapters, especially the section Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”</p>

Indiana Foundations for Young Children	Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool
FOUNDATION 4: RESPONSIBLE PERSONAL HEALTH AND SAFETY PRACTICES:		
Developing an Awareness of and Respect for a Healthy Lifestyle	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> 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 	<p>Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26</p> <p>Chapter 2: “Mealtimes,” pp. 89–91</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518</p>
FOUNDATION 5: RESPECT FOR DIFFERENCES		
Using Positive Interpersonal Skills	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>4. Stands up for rights</p> <ul style="list-style-type: none"> 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 <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>Chapter 2: “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; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p>

<i>Indiana Foundations for Young Children</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool
MUSIC		
FOUNDATION 1: MUSIC APPRECIATION:		
Children Show Enjoyment of Music Through Facial Expressions, Vocalizations, and Various Movements	COGNITIVE DEVELOPMENT—Logical Thinking 30. Recognizes patterns and can repeat them <ul style="list-style-type: none"> I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying 	Chapter 3: : “Dance,” p. 152, 155; “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441
FOUNDATION 2: PARTICIPATION/EXPLORATION/□ PRODUCTION:		
Children Produce Vocal/Instrumental Music And Rhythmic Movements Spontaneously And In Imitation	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) <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 PHYSICAL DEVELOPMENT—Gross Motor 15. Shows balance while moving <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 	Chapter 3: “Dance,” p. 152, 155; “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441
FOUNDATION 3: ANALYSIS		
Children Begin to Differentiate Variations in Tempo, Dynamics, and Types of Sounds Made by Different Classes of Instruments (Percussion, Wind, and String)	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity <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 	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441

<i>Indiana Foundations for Young Children</i>	<i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool
VISUAL ARTS		
FOUNDATION 1: ART APPRECIATION		
Begins To Understand and Share Opinions About Artwork and Artistic Experiences (Their Own or Others)	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	Chapter 3: “The Arts,” pp. 152–155 Chapter 9: “Nurturing Children’s Appreciation of Art,” p. 345 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”
FOUNDATION 2: CREATING ART: PROCESS AND PRODUCT:		
Expresses Personal Interests, Ideas, and Feelings Through Art	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Talking With Children About Their Art,” pp. 342–344 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”
Uses Symbols, Elements Such As Shape, Line, Color, and Texture and Principles Such As Repetition In Art Experiences	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems	Chapter 3: “The Arts,” pp. 152–155 Chapter 9: “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”
Uses Different Art Media and Materials In a Variety Of Ways For Creative Expression, Exploration, And Sensory Experience	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	Chapter 3: “The Arts,” pp. 152–155 Chapter 9: “Art,” pp. 317–349, especially “Nurturing Children’s Appreciation of Art,” p. 345; “Talking With Children About Their Art,” pp. 342–344 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”

Indiana Foundations for Young Children	Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool
FOUNDATION 3: CAREERS AND COMMUNITY		
Experiences Art-Related Professionals Through Field Trips, Visiting Artists, And Museums	<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>Chapter 3: “People and How They Live,” pp. 147–148, 150 ;“Visual Arts,” p. 154, 155</p> <p>Chapter 9: “Nurturing Children’s Appreciation of Art,” p. 345</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>
Makes Connections Between Art And Other Curriculum Areas	<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>Chapter 3: “The Arts,” pp. 152–155</p> <p>Chapter 9: “Art,” pp. 317–349, especially “What Children Learn in the Art Area,” pp. 334–335</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p>