

**Alignment of the *Idaho Early Learning Standards* With
The Goals and Objectives of *The Creative Curriculum® Developmental Continuum for Ages 3–5* and
Related Publications from *The Creative Curriculum® System*:**

- ***The Creative Curriculum® for Preschool***
- ***Literacy: The Creative Curriculum® Approach***
- ***Mathematics: The Creative Curriculum® Approach***
- ***The Creative Curriculum® Study Starters***

The Creative Curriculum for Preschool is a comprehensive curriculum that 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.

The Creative Curriculum Developmental Continuum for Ages 3–5 has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective has three developmental steps showing the expected sequence of development. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus we have created Expanded Forerunners for each objective which also have three steps. (The Expanded Forerunners are not shown in this document.)

Literacy: The Creative Curriculum Approach shows teachers how to plan focused lessons and maximize literacy learning opportunities throughout the day.

Mathematics: The Creative Curriculum Approach shows teachers how to plan focused lessons and maximize mathematics learning opportunities throughout the day.

The Creative Curriculum Study Starters (2005 Series: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, and Balls*; 2006 Series: *Chairs & Things to Sit On, Wheels, Water Pipes, Exercise, Trash & Garbage, Shadows*) are a series of guides to help teachers implement investigative, project-based learning in the classroom. With *Study Starters*, children learn science and social studies content as they explore, while also developing skills in literacy, math, the arts, and technology.

All of the Idaho standards align with the content of *The Creative Curriculum for Preschool*. Several highly specific Idaho standards do not align with *The Creative Curriculum Developmental Continuum*. These are noted in the text.

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Teaching Strategies, Inc. (2001). *The Creative Curriculum® developmental continuum for ages 3–5*. Washington, DC: Author.

Teaching Strategies, Inc. (2005, 2006). *The Creative Curriculum® Study Starters: a step-by-step guide to project-based investigations in science and social studies*. (2005 Series: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, Balls*; 2006 Series: *Chairs and Things to Sit On, Wheels, Water Pipes, Trash & Garbage, Shadows, Exercise*). Washington, DC: Author.

IDAHO ELS—HEALTH	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
769. HEALTHY LIFESTYLES.		
01. Acquire the essential skills to lead a healthy life.		
a. Describe personal characteristics including first and last name, gender and family composition, including different family structures.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Creating a Classroom Community,” pp. 102–122
b. Participate actively in outdoor play, games, and other forms of exercise.	<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 	Chapter 16: “Outdoors,” pp. 493–522 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Exercise</i>
c. Participate in recognizing when to rest and sleep.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 2: “Rest Time,” pp. 91–92; “The Daily Schedule,” pp. 92–97
d. Recognize and practice personal hygiene and self-help skills.	<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 	Chapter 2: “Rest Time,” pp. 91–92; “The Daily Schedule,” pp. 92–97

IDAHO ELS—HEALTH	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
e. Recognize safety signs and procedures at home, school, and in the neighborhood.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 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 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	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110
f. Demonstrate knowledge of basic body parts.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “Life Science,” pp. 143–144, 145
g. Begin to recognize and eat a variety of nutritious foods.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 14: “Cooking,” pp. 443–469
770. RISK-TAKING BEHAVIOR.		
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.		
a. Demonstrate an understanding of appropriate and inappropriate behavior.	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 SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 13. Uses thinking skills to resolve conflicts 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	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Responding to Challenging Behavior,” pp. 116–122 Chapter 2: “Cleanup at Mealtimes,” pp. 90–91 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252 Chapter 12: “Cleanup in the Sand and Water Area,” p. 420
b. Begin to develop an increased ability to make independent and responsible choices.	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	Chapter 2: “Choice Time,” pp. 87–88
c. Begin to demonstrate an ability to identify, evaluate, and provide possible solutions to problems in real life situations.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 13. Uses thinking skills to resolve conflicts 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	Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115; “Coaching Children on How to Be Assertive,” p. 120

IDAHO ELS—HEALTH	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
d. Follow classroom schedules and routines.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 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	Chapter 2: “The Daily Schedule,” pp. 92-97
771. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.		
01. Demonstrate the ability to use communication skills to enhance health.		
a. Begin to develop an understanding of how one’s actions affect others, and accept the consequences of one’s own actions.	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	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108
b. Demonstrate successful interactions and relationships with other members of their learning community.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children 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	Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially: “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
c. Communicate his/her own wants and needs and recognize the wants and needs of others.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 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 SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others 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	Chapter 2: “Coaching Children on How to Be Assertive,” p. 120
772. CONSUMER HEALTH		
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.		

IDAHO ELS—HEALTH	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
a. Identify potentially harmful objects, substances, and activities, and respond appropriately.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults <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 (family members, friends, staff) and those who may not (strangers) 	Chapter 11: “Take-Aparts,” p. 390 Chapter 14: “Cooking Safety,” pp. 450–452 Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” pp. 517–518
773. MENTAL AND EMOTIONAL WELLNESS.		
01. Understand and demonstrate the key components to positive mental and emotional health.		
a. Demonstrate and express a positive awareness of self.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately <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 	Chapter 1: “Social/Emotional Development,” pp. 18–19; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105
b. Engage in play as a means of self-expression and creativity.	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations <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 36. Makes believe with objects <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 	Chapter 6: “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Library,” pp. 351–379 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Chapter 16: “Outdoors,” pp. 493–522
c. Recognize trusted adults who can provide assistance.	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults <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 (family members, friends, staff) and those who may not (strangers) 	Chapter 2: “Building a Relationship With Each Child,” pp. 103–105

IDAHO ELS—HEALTH	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
d. Demonstrate an understanding of feelings and moods in self and others.	<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 	Chapter 2: “Determining the Causes of Challenging Behavior,” pp. 120–121; “Helping Children to Regain Control,” pp. 121–122
e. Increase ability to move from externally controlled behavior to self-control.	<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 	Chapter 2: “Helping Children to Regain Control,” pp. 121–122
774. MOTOR DEVELOPMENT.		
01. Demonstrate positive body image.		
a. Recognize that his/her body is good, reliable, and pleasing.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 1: “Individual Differences,” pp. 27–41
b. Recognize gender differences.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 1: “Gender,” pp. 27–28
02. Demonstrate control, balance, strength, and coordination in gross motor tasks.		
a. Demonstrate proficiency in control and balance, strength, stamina, and flexibility.	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <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 	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441
b. Demonstrate abilities to combine a sequence of movements in an organized way.	<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 	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441

IDAHO ELS—HEALTH	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
c. Demonstrate ability to perform activities that combine gross motor movements with equipment.	PHYSICAL DEVELOPMENT—Gross Motor 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	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522
03. Demonstrate coordination and strength in fine motor tasks.		
a. Demonstrate growing strength, dexterity, and control needed to use tools such as scissors, glue, paintbrush, and markers.	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	Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Library,” pp. 351–379
b. Demonstrate eye-hand coordination in different tasks, (e.g., build with blocks, scribble, put puzzles together, string beads).	PHYSICAL DEVELOPMENT—Fine Motor 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	Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349
c. Demonstrate abilities in writing and drawing.	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	Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Developmental Steps in Writing,” pp. 367–369
775. APPROACHES TO LEARNING		
01. Demonstrate a variety of healthy approaches to learning.		
a. Show interest/curiosity and willingness to take risks in discovering/learning new things.	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 1: “Cognitive Development,” p. 21 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189 Section in all Interest Area chapters: “What Children Learn in the ___ Area”

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b. Demonstrate an increased ability to persist in and complete a variety of tasks, activities, and experiences.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks 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	Chapter 1: “Cognitive Development,” p. 21 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189 Section in all Interest Area chapters: “What Children Learn in the ___ Area”
c. Demonstrate an ability to reflect upon and to learn from 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 1: “Cognitive Development,” p. 21 Chapter 3: “Process Skills,” pp. 161–162 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”
d. Demonstrate an increased ability to set goals and to follow through with plans.	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	Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Integrating Learning Through Studies,” pp. 190–198

IDAHO ELS—HUMANITIES	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
868. STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.		
01. Understand the historical and cultural contexts of the visual and performing arts.		
a. Participate in and experience self-expression in musical, visual arts, theatre/dramatic play, and dance experiences from many cultures.	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: “The Arts,” pp. 152–155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349 Chapter 13: “Music and Movement,” pp. 423–441
870. STANDARD TWO: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.		
01. Conduct analyses in the disciplines of arts and humanities.		
a. Use language to explain, describe, or ask questions about art experiences and/or products: music, visual arts, theater/dramatic play, and dance.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “The Arts,” pp. 152–155 Section in the following Interest Area chapters on “How ___ Promotes Development: Language Development,” “Connecting ___ With Curriculum Objectives: Language Development,” and “What Children Learn in the ___ Area: Literacy” Chapter 7: “Dramatic Play,” p. 271, 273, 280 Chapter 9: “Art,” p. 317, 319, 334 Chapter 13: “Music and Movement,” p. 423, 425, 428
02. Engage in reasoned dialogues about issues in the arts and humanities.		

IDAHO ELS—HUMANITIES	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
a. Begin to demonstrate understanding of artistic products and experiences by sharing opinions about music, visual arts, theater/dramatic play, and dance.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349 Chapter 13: “Music and Movement,” pp. 423–441 See especially the following sections of Chapters 7, 9, 13: “How ___ Promotes Development: Language Development,” “Connecting ___ With Curriculum Objectives: Language Development,” and “What Children Learn in the ___ Area: Literacy” Chapter 7: “Dramatic Play,” p. 271, 273, 280 Chapter 9: “Art,” p. 317, 319, 334 Chapter 13: “Music and Movement,” p. 423, 425, 428
872. STANDARD THREE: Communicate in the humanities disciplines through acquisition, application, and creative expression.		
01. Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.		
a. MUSIC: 1. Participate with increasing interest and enjoyment in a variety of music activities, including singing, listening, finger plays, games, and performances. 2. Experiment with a variety of musical instruments. 3. Begin to echo short rhythms and melodic patterns. 4. Begin to sing simple songs from different cultures. 5. Identify sounds of different instruments and voices.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441

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<p>b. VISUAL ART:</p> <ol style="list-style-type: none"> Gain ability in naming and using different art media and materials in a variety of ways for creative expression and representation. Progress in abilities to create drawings, paintings, models, and other art creations that tell a story. Develop growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects. <p>Express personal preferences for specific works and styles.</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <ol style="list-style-type: none"> Draws or constructs and then names what it is Draws or builds a construction that represents something specific Plans then creates increasingly elaborate representations 	<p>Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349</p>
<p>c. THEATRE:</p> <ol style="list-style-type: none"> Communicate a message through action or dialogue. Create characters, environments, and situations for dramatization. (Let’s pretend.) Choose scenery, props, costumes, and makeup for dramatic play. Develop reasons for personal preferences about dramatic performances. 	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ol style="list-style-type: none"> Performs and labels actions associated with a role Offers a play theme and scenario Engages in elaborate and sustained role play <p>36. Makes believe with objects</p> <ol style="list-style-type: none"> Interacts appropriately with real objects or replicas in pretend play Uses substitute object or gesture to represent real object Uses make-believe props in planned and sustained play 	<p>Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293</p>
<p>d. DANCE:</p> <ol style="list-style-type: none"> Express through movement and dancing what is felt and heard in various musical tempos and styles. Show growth in moving in time to different patterns of rhythm in music. 	<p>There are no <i>Creative Curriculum</i> objectives that align with these items.</p>	<p>Chapter 3: “Dance,” p. 152, 155 Chapter 13: “Music and Movement,” pp. 423–441</p>
<p>02. Communicate in the visual and performing arts through creative expression.</p>		
<p>a. Show appreciation for the creations of self and others.</p>	<p>There are no <i>Creative Curriculum</i> objectives that align with this item.</p>	<p>Chapter 9: “Nurturing Children’s Appreciation of Art,” p. 345; Talking With Children About Their Art,” pp. 342–344</p>
<p>889. STANDARD THREE: Communicate in the humanities disciplines through acquisition, application, and creative expression.</p>		
<p>01. Understand the concepts essential to foreign language study.</p>		

IDAHO ELS—HUMANITIES	<i>The Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i>[®] for Preschool and related publications
<p>a. Experience languages other than English, based upon the ethnic composition of the community and classroom.</p> <p>b. Participate in activities that initiate simple greetings in another language.</p>	<p>There are no <i>Creative Curriculum</i> objectives that align with this item.</p>	<p>Chapter 1: “English Language Learners,” pp. 38–41</p> <p>Chapter 2: “Creating a Classroom Community,” pp. 102–122</p> <p>Chapter 4: “Teaching English Language Learners,” pp. 181–183</p>

IDAHO ELS—LANGUAGE ARTS/COMMUNICATIONS	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
671. READING		
01. Read a variety of traditional and electronic materials for information and understanding.		
Phonics/Phonemic Awareness		
a. Attend to different sounds in the environment.	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	Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Listening for Understanding,” p. 365 Literacy: The Creative Curriculum® Approach Chapter 1: “Phonological Awareness,” pp. 16–21
b. Know that alphabet letters are a special category of visual graphics that can be individually named.	LANGUAGE DEVELOPMENT—Reading and Writing 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 Literacy: The Creative Curriculum® Approach Chapter 1: “Letters and Words,” pp. 28–32 Scope and Sequence for Language and Literacy “Alphabet and Word Knowledge,” p. 283
c. Repeat rhymes, simple songs, poems, and finger plays.	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	Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Listening for Understanding,” p. 365 Literacy: The Creative Curriculum® Approach Chapter 1: “Phonological Awareness,” pp. 16–21 Scope and Sequence for Language and Literacy “Listening,” p. 276; “Rhyming,” p. 276; “Alliteration,” p. 277; “Sentences and Words,” p. 278; “Syllables,” p. 278; “Onset and Rime,” p. 279; “Phonemic Awareness,” p. 279
d. Participate in word games.	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	Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Listening for Understanding,” p. 365 Literacy: The Creative Curriculum® Approach Chapter 1: “Phonological Awareness,” pp. 16–21 Scope and Sequence for Language and Literacy “Listening,” p. 276; “Rhyming,” p. 276; “Alliteration,” p. 277; “Sentences and Words,” p. 278; “Syllables,” p. 278; “Onset and Rime,” p. 279; “Phonemic Awareness,” p. 279

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e. Attend to different sounds in words.	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	Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Listening for Understanding,” p. 365 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 1: “Phonological Awareness,” pp. 16–21 Scope and Sequence for Language and Literacy “Listening,” p. 276; “Rhyming,” p. 276; “Alliteration,” p. 277; “Sentences and Words,” p. 278; “Syllables,” p. 278; “Onset and Rime,” p. 279; “Phonemic Awareness,” p. 279
Concepts About Print (CAP)		
a. Demonstrate an understanding of concepts of print: • Recognize front and back of book; • Begin to understand that books are read left to right, top to bottom, front to back, beginning to end; • Distinguish between pictures and print; • Begin to understand concepts of letter, word, page; • Associate spoken words and concepts with written language; • Respond to environmental print.	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	Chapter 3: “Knowledge of Print,” p. 128, 132 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 1: “Knowledge of Print,” pp. 22–27 Scope and Sequence for Language and Literacy “Concepts of Books,” p. 281 “Print Concepts,” p. 282
Context Clues		
a. Pretend to read easy or predictable books or tries to read along during his/her favorite part of story.	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	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 1: “Comprehension,” pp. 33–38 Chapter 3: “Reading Aloud,” pp. 79–90 Scope and Sequence for Language and Literacy “Comprehension,” p. 284
02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.		

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a. Develop an understanding and enjoyment of reading through shared experiences with others.	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: “Literacy as a Source of Enjoyment,” p. 131, 133 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10 Scope and Sequence for Language and Literacy “Motivation for Reading,” p. 280
b. Respond to text.	LANGUAGE DEVELOPMENT—Reading and Writing 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 Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 1: “Comprehension,” pp. 33–38 Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108 Scope and Sequence for Language and Literacy “Comprehension,” p. 284
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.		
a. Develop a sense of story or narrative from print, computer, or video 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 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: “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 10: “Library,” pp. 351–379 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 1: “Books and Other Texts,” pp. 39–42 Chapter 3: “Reading Aloud,” pp. 79–90 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190 Scope and Sequence for Language and Literacy “Motivation for Reading,” p. 280

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b. Demonstrate understanding of literal meaning of story being told through questions and comments.	LANGUAGE DEVELOPMENT—Reading and Writing 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 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 1: “Comprehension,” pp. 33–38 Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143 Scope and Sequence for Language and Literacy “Motivation for Reading,” p. 280 “Comprehension,” p. 284
04. Read to locate information from a variety of traditional, technical, and electronic sources.		
a. Show independent interest in reading related activities.	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; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 1: “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42 Chapter 3: “Reading Aloud,” pp. 79–90 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190 Scope and Sequence for Language and Literacy “Motivation for Reading,” p. 280 “Comprehension,” p. 284
b. Attend to a story.	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: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Reading Books to Children,” p. 370–373 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10 Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100 Scope and Sequence for Language and Literacy “Motivation for Reading,” p. 280

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c. Understand the purposes of print.	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	Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 10: “Understanding the Function and Value of Print,” p. 366 <i>Literacy: The Creative Curriculum</i>® Approach Chapter 1: “Books and Other Texts,” pp. 39–42 Scope and Sequence for Language and Literacy “Concepts of Books,” p. 281 “Print Concepts,” p. 282
672. WRITING.		
01. Use the writing process.		
a. Participate in a variety of pre-writing and writing activities.	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 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 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374 <i>Literacy: The Creative Curriculum</i>® Approach Chapter 3: “Writing,” pp. 109–119; “Playing: Children’s Work,” pp. 120–126 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190 Scope and Sequence for Language and Literacy “Purposes of Writing,” p. 285 “Writing Mechanics,” p. 285
b. Experiment with writing tools and materials.	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	Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374 <i>Literacy: The Creative Curriculum</i>® Approach Chapter 3: “Writing,” pp. 109–119 Scope and Sequence for Language and Literacy “Writing Mechanics,” p. 285
c. Attempt to represent oral language in writing by using letter-like symbols/scribbles to express ideas.	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 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374 <i>Literacy: The Creative Curriculum</i>® Approach Chapter 3: “Writing,” pp. 109–119 Scope and Sequence for Language and Literacy “Writing Mechanics,” p. 285

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d. Attempt to print or copy his/her first name.	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 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 3: “Writing,” pp. 109–119 Scope and Sequence for Language and Literacy “Writing Mechanics,” p. 285
02. Write and edit for correctness and clarity.		
Understand that an oral message can be represented with written language.	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: “Recognizing That Written Words are Symbols,” p. 366 <i>Literacy: The Creative Curriculum</i>[®] Approach Scope and Sequence for Language and Literacy “Purposes of Writing,” p. 285
03. Write a narrative story.		
a. Tell others about intended meaning of drawings and writings.	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 9: “Talking With Children About Their Art,” pp. 342–344 Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 3: “Writing,” pp. 109–119 Scope and Sequence for Language and Literacy “Purposes of Writing,” p. 285
b. Use a variety of resources to facilitate writing.	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 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 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 3: “Writing,” pp. 109–119, especially “Supporting Children’s Writing,” pp. 114–118 Scope and Sequence for Language and Literacy “Writing Mechanics,” p. 285

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c. Understand that the purpose of writing is to communicate with oneself or others	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: “Recognizing That Written Words are Symbols,” p. 366; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374 <i>Literacy: The Creative Curriculum</i>[®] Approach Scope and Sequence for Language and Literacy “Purposes of Writing,” p. 285
673. LISTENING.		
01. Listen for information and understanding.		
a. Demonstrate understanding of basic conversational vocabulary.	LANGUAGE DEVELOPMENT—Listening and Speaking 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Asking Children Questions,” pp. 177–178; “Asking Children Open-Ended Questions,” pp. 177–178 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope and Sequence for Language and Literacy “Listening and Responding to Language,” p. 274
b. Demonstrate understanding of messages in conversation.	LANGUAGE DEVELOPMENT—Listening and Speaking 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps	Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope and Sequence for Language and Literacy “Listening and Responding to Language,” p. 274
02. Listen for literary response and expression.		
a. Use prior knowledge to comprehend information and construct meaning.	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: “Comprehension,” pp. 129–130, 133 Chapter 10: “Recognizing Printed Words,” p. 366; “Interacting With Children in the Library Area,” pp. 370–375 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 1: “Comprehension,” pp. 33–38 Chapter 3: “Studies: Using Literacy to Learn,” pp. 127–131

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b. Make predictions, confirm meaning, and develop comprehension skills.	LANGUAGE DEVELOPMENT—Reading and Writing 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; “Process Skills,” pp. 161–162 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 1: “Comprehension,” pp. 33–38
03. Listen for critical analysis and evaluation.		
a. Begin to understand jokes and riddles.	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: “Increased Vocabulary and Language,” pp. 126–127, 132 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 1: “Vocabulary and Language,” pp. 11–15
04. Listen to and follow directions.		
a. Follow simple directions.	LANGUAGE DEVELOPMENT—Listening and Speaking 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps	Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope and Sequence for Language and Literacy “Listening and Responding to Language,” p. 274
674. SPEAKING.		
01. Speak to share understanding of information.		
a. Develop awareness of speaker behaviors, such as volume and use of complete sentences.	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 feeling 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 2: “Large-Group Time,” pp. 84–85 <i>Literacy: The Creative Curriculum</i>[®] Approach Scope and Sequence for Language and Literacy “Self-Expression,” p. 275
b. Communicate in language that is spoken at home and is understood by others.	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 feeling	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 <i>Literacy: The Creative Curriculum</i>[®] Approach Scope and Sequence for Language and Literacy “Self-Expression,” p. 275

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c. Speak clearly, including use of appropriate intonation and phrasing.	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 feeling	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 <i>Literacy: The Creative Curriculum</i>[®] Approach Scope and Sequence for Language and Literacy “Self-Expression,” p. 275
d. Use multiple word sentences or phrases to describe ideas, feelings or actions.	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 feeling	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 <i>Literacy: The Creative Curriculum</i>[®] Approach Scope and Sequence for Language and Literacy “Self-Expression,” p. 275
e. Demonstrate use of rules of grammar.	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 feeling	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 <i>Literacy: The Creative Curriculum</i>[®] Approach Scope and Sequence for Language and Literacy “Self-Expression,” p. 275
f. Use vocabulary to share knowledge of concepts.	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 feeling	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy;” “How ___ Promotes Development: Language Development” <i>Literacy: The Creative Curriculum</i>[®] Approach Scope and Sequence for Language and Literacy “Self-Expression,” p. 275
g. Use verbal and non-verbal language to express and to communicate wants, needs, and thoughts.	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 feeling	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy;” “How ___ Promotes Development: Language Development” <i>Literacy: The Creative Curriculum</i>[®] Approach Scope and Sequence for Language and Literacy “Self-Expression,” p. 275
02. Speaking for literary response and expression.		

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a. Orally share known literature through various presentations and activities.	LANGUAGE DEVELOPMENT—Reading and Writing 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 2: “Large-Group Time,” pp. 84–85 Chapter 10: “Retelling Stories With Children,” p. 373 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 3: “Story Retelling,” pp. 101–108, especially “Supporting Children’s Story Retelling,” pp. 104–107
b. Demonstrate use of language and to begin to retell stories and relay events.	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 LANGUAGE DEVELOPMENT—Reading and Writing 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: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 10: “Retelling Stories With Children,” p. 373 <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 3: “Story Retelling,” pp. 101–108, especially “Supporting Children’s Story Retelling,” pp. 104–107 Scope and Sequence for Language and Literacy “Self-Expression,” p. 275
c. Increase the use of new vocabulary.	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 feeling	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” <i>Literacy: The Creative Curriculum</i>[®] Approach Scope and Sequence for Language and Literacy “Self-Expression,” p. 275
03. Speak for critical analysis and evaluation.		
a. Develop in ability to express opinions and solve problems.	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: “Process Skills,” pp. 161–162 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” <i>Literacy: The Creative Curriculum</i>[®] Approach Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 Scope and Sequence for Language and Literacy “Self-Expression,” p. 275

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b. Demonstrate use of social conventions.	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>41. Answers questions</p> <p>I. Answers simple questions with one or two words</p> <p>II. Answers questions with a complete thought</p> <p>III. Answers questions with details</p> <p>42. Asks questions</p> <p>I. Asks simple questions</p> <p>II. Asks questions to further understanding</p> <p>III. Asks increasingly complex questions to further own understanding</p>	Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108
c. Use words to express range of feelings.	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <p>I. Uses simple sentences (3–4 words) to express wants and needs</p> <p>II. Uses longer sentences (5–6 words) to communicate</p> <p>III. Uses more complex sentences to express ideas and feeling</p>	Chapter 2: “Determining the Causes of Challenging Behavior,” pp. 120–121; “Helping Children to Regain Control,” pp. 121–122
d. Speak for a variety of purposes.	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <p>I. Uses simple sentences (3–4 words) to express wants and needs</p> <p>II. Uses longer sentences (5–6 words) to communicate</p> <p>III. Uses more complex sentences to express ideas and feeling</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others’ comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>	<p>Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108</p> <p>Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p>
675. VIEWING.		
01. View for information and understanding.		
a. Create awareness of different media.	There are no <i>Creative Curriculum</i> objectives that align with this item.	<p>Chapter 10: “Library,” pp. 351–379</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143; “Literacy in the Computer Area,” pp. 181–185</p>

IDAHO ELS—LANGUAGE ARTS/COMMUNICATIONS	<i>The Creative Curriculum</i>® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i>® for Preschool and related publications
b. Demonstrate understanding of the main idea using various responses.	<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>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Process Skills,” pp. 161–162</p> <p>Chapter 10: “The Teacher’s Role: “Interacting With Children in the Library Area,” pp. 370–375</p> <p><i>Literacy: The Creative Curriculum</i>® Approach</p> <p>Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143; “Literacy in the Computer Area,” pp. 181–185</p>
02. View media sources for personal response and expression.		
a. Develop awareness of various media.	There are no <i>Creative Curriculum</i> objectives that align with this item.	<p>Chapter 10: “Library,” pp. 351–379</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p><i>Literacy: The Creative Curriculum</i>® Approach</p> <p>Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143; “Literacy in the Computer Area,” pp. 181–185</p>
03. View media to engage in critical analysis and evaluation.		
a. Differentiate between real and pretend.	<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 3: “Drama,” pp. 153–154, 155</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p><i>Literacy: The Creative Curriculum</i>® Approach</p> <p>Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143; “Literacy in the Dramatic Play Area,” pp. 148–152</p>

IDAHO ELS—MATHEMATICS	<i>The Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool and related publications
257. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.		
01. Understand and use numbers.		
a. Demonstrate an understanding of the numeration system (that numbers represent quantity).	<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>Mathematics: The Creative Curriculum[®] Approach</p> <p>Chapter 1: “Number and Operations,” pp. 7–14</p> <p>Appendix: “Number and Operations Observation Form,” p. 343</p>
b. Demonstrate an understanding of the verbal, symbolic, and physical representations of number (what numbers represent, including counting).	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <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>Mathematics: The Creative Curriculum[®] Approach</p> <p>Chapter 1: “Number and Operations,” pp. 7–14</p> <p>Appendix: “Number and Operations Observation Form,” p. 343</p>
02. Perform computations accurately.		
a. Explore the concepts of addition and subtraction using concrete objects.	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <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>Mathematics: The Creative Curriculum[®] Approach</p> <p>Chapter 1: “Number and Operations,” pp. 7–14</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115</p> <p>Appendix: “Number and Operations Observation Form,” p. 343</p>

IDAHO ELS—MATHEMATICS	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
b. Use appropriate vocabulary.	<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>Chapter 8: “How Toys and Games Promote Development: Language Development,” p. 295; “Connecting Toys and Games With Curriculum Objectives: Language Development,” p. 297; “What Children Learn in the Toys and Games Area: Literacy,” p. 304</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Number and Operations,” pp. 7–14</p> <p>Chapter 2: “Communication,” pp. 56–58</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115</p> <p>Appendix: “Number and Operations Observation Form,” p. 343</p>
03. Estimate and judge reasonableness of results.		
a. Use estimation techniques to predict and make realistic guesses about a number of objects.	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <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; “Measurement,” pp. 137–138, 141</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Number and Operations,” pp. 7–14; “Measurement,” pp. 24–30</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115</p> <p>Appendix: “Number and Operations Observation Form,” p. 343</p>
b. Evaluate and verify the reasonableness of an answer.	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <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; “Measurement,” pp. 137–138, 141</p> <p>Chapter 8: “How Toys and Games Promote Development: Language Development,” p. 295; “Connecting Toys and Games With Curriculum Objectives: Language Development” p. 297</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Number and Operations,” pp. 7–14; “Measurement,” pp. 24–30</p> <p>Chapter 2: “Communication,” pp. 56–58</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115</p> <p>Appendix: “Number and Operations Observation Form,” p. 343</p>

IDAHO ELS—MATHEMATICS	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for <i>Preschool</i> and related publications
c. Use appropriate vocabulary.	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <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; “Measurement,” pp. 137–138, 141</p> <p>Chapter 8: “How Toys and Games Promote Development: Language Development,” p. 295; “Connecting Toys and Games With Curriculum Objectives: Language Development” p. 297</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Number and Operations,” pp. 7–14; “Measurement,” pp. 24–30</p> <p>Chapter 2: “Communication,” pp. 56–58</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115</p> <p>Appendix: “Number and Operations Observation Form,” p. 343</p>
258. MATHEMATICAL REASONING AND PROBLEM SOLVING.		
01. Understand and use a variety of problem-solving skills.		
a. Build new mathematical knowledge through problem solving.	<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>Chapter 3: “Mathematics,” pp. 134–141; “Process Skills,” pp. 161–162</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120</p>

IDAHO ELS—MATHEMATICS	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for <i>Preschool</i> and related publications
<p>b. Solve simple problems with concrete objects by applying and adapting appropriate strategies.</p> <ul style="list-style-type: none"> • Guess how many/what kind of blocks will fit in an area. 	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <ol 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—Logical Thinking</p> <p>28. Compares/measures</p> <ol 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>Chapter 3: “Mathematics,” pp. 134–141; “Process Skills,” pp. 161–162</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120</p>
<p>c. Reflects on the process of problem solving.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>25. Explores cause and effect</p> <ol 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>Chapter 3: “Process Skills,” pp. 161–162</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55</p>
<p>02. Use reasoning skills to recognize problems and express them mathematically.</p>		
<p>a. Apply reasoning from his/her own experiences to justify ways of problem solving.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <ol 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: “Process Skills,” pp. 161–162</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 2: “Reasoning,” pp. 51–55</p> <p>Chapter 4: “Mathematics in the Sand and Water Area,” pp. 143–147</p>
<p>03. Apply appropriate technology and models to find solutions to problems.</p>		

IDAHO ELS—MATHEMATICS	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
a. Use concrete objects to represent mathematical ideas.	<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>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>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: “Mathematics,” pp. 134–141</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p><i>Mathematics: The Creative Curriculum</i>® Approach</p> <p>Chapter 2: “Representation,” pp. 63–65</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Sand and Water Area,” pp. 143–147</p>
04. Communicate results using appropriate terminology and methods.		
a. Use appropriate vocabulary to communicate mathematical information.	<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>Sections in the following chapters on “Language Development” and “What Children Learn: Literacy:”</p> <p>Chapter 6: “Blocks,” p. 243, 245, 253</p> <p>Chapter 8: “Toys and Games,” p. 295, 297, 304</p> <p>Chapter 12: “Sand and Water,” pp. 403, 405, 411</p> <p><i>Mathematics: The Creative Curriculum</i>® Approach</p> <p>Chapter 2: “Communication,” pp. 56–58</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Sand and Water Area,” pp. 143–147</p>
259. CONCEPTS AND PRINCIPLES OF MEASUREMENT.		
01. Understand and use U.S. customary and metric measurements.		

IDAHO ELS—MATHEMATICS	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
a. Use standard and nonstandard tools for measuring time, length, volume, weight, and temperature.	<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 6: “Blocks,” pp. 243–269</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Measurement,” pp. 24–30</p> <p>Chapter 4: “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Sand and Water Area,” pp. 143–147; “Mathematics in the Cooking Area,” pp. 152–156</p>
b. Apply estimation of measurement techniques to real-world and content problems using non-standard and standard measuring devices.	<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>Chapter 3: “Measurement,” pp. 137–138, 141</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Measurement,” pp. 24–30</p> <p>Chapter 4: “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Sand and Water Area,” pp. 143–147; “Mathematics in the Cooking Area,” pp. 152–156</p>
c. Use appropriate vocabulary.	<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>Sections in the following chapters on “Language Development” and “What Children Learn: Literacy:”</p> <p>Chapter 6: “Blocks,” p. 243, 245, 253</p> <p>Chapter 12: “Sand and Water,” pp. 403, 405, 411</p> <p>Chapter 14: “Cooking,” pp. 443, 445, 453</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Measurement,” pp. 24–30</p> <p>Chapter 2: “Communication,” pp. 56–58</p> <p>Chapter 4: “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Sand and Water Area,” pp. 143–147; “Mathematics in the Cooking Area,” pp. 152–156</p>
260. CONCEPTS AND LANGUAGE OF ALGEBRA.		
01. Use algebraic symbolism as a tool to represent mathematical relationships.		

IDAHO ELS—MATHEMATICS	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
a. Compare sets of objects using vocabulary (e.g., more, less, greater than, fewer, or same as).	<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>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: “Number Concepts,” pp. 134–135, 140; “Patterns and Relationships,” p. 136, 140</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Number and Operations,” pp. 7–14; “Patterns (Algebra),” pp. 31–38</p> <p>Appendix: “Number and Operations Observation Form,” p. 343</p>
b. Analyze change in various contexts.	<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>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>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>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55; “Connections,” pp. 59–62</p> <p>Chapter 4: “Mathematics in the Discovery Area,” pp. 138–142; “Mathematics in the Sand and Water Area,” pp. 143–147; “Mathematics in the Cooking Area,” pp. 152–156</p>
261. CONCEPTS AND PRINCIPLES OF GEOMETRY.		
01. Apply concepts of size, shape, and spatial relationships.		
a. Recognize, describe, compare, name, build, draw, sort and order two- and three-dimensional shapes, their parts and attributes.	<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>Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Geometry and Spatial Sense,” pp. 15–23</p> <p>Appendix: “Geometry and Spatial Sense Observation Form,” p. 344</p>

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b. Recognize, describe, compare, and create shapes that have symmetry.	<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>Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Geometry and Spatial Sense,” pp. 15–23</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120</p> <p>Appendix: “Geometry and Spatial Sense Observation Form,” p. 344</p>
c. Understand and apply appropriate vocabulary for directionality, order and position of objects.	<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>Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Geometry and Spatial Sense,” pp. 15–23</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120</p> <p>Appendix: “Geometry and Spatial Sense Observation Form,” p. 344</p>
02. Apply graphing two dimensions.		
a. Apply ideas about direction and distance.	<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>Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141; “Measurement,” pp. 137–138, 141</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Geometry and Spatial Sense,” pp. 15–23; “Measurement,” pp. 24–30</p> <p>Appendix: “Geometry and Spatial Sense Observation Form,” p. 344</p>
262. DATA ANALYSIS, PROBABILITY, AND STATISTICS.		
01. Understand data analysis.		

IDAHO ELS—MATHEMATICS	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
a. Ask questions that can be addressed with data.	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 	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics;” “What Children Learn in the ___ Area: Science” Mathematics: The Creative Curriculum ® Approach Chapter 1: “Data Analysis,” pp. 39–45 Chapter 2: “Reasoning,” pp. 51–55; “Communication,” pp. 56–58
b. Understand and use appropriate vocabulary.	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures <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 	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Mathematics: The Creative Curriculum ® Approach Chapter 2: “Communication,” pp. 56–58
02. Collect, organize, and display data.		
a. Create a graph using real objects or pictorial representations.	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 	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Mathematics: The Creative Curriculum ® Approach Chapter 1: “Data Analysis,” pp. 39–45 Chapter 2: “Representation,” pp. 63–65 Chapter 3: “Studies,” pp. 95–99
03. Understand basic concepts of probability.		
a. Predict and perform results of simple probability experiments.	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 	Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics;” “What Children Learn in the ___ Area: Science” Mathematics: The Creative Curriculum ® Approach Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55; “Connections,” pp. 59–62 Chapter 3: “Studies,” pp. 95–99
04. Make predictions or decisions based on data.		

IDAHO ELS—MATHEMATICS	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
a. Make predictions or decisions based on probable results or past experiences.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 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: “Process Skills,” pp. 161–162 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” Mathematics: The Creative Curriculum ® Approach Chapter 1: “Data Analysis,” pp. 39–45 Chapter 2: “Reasoning,” pp. 51–55; “Connections,” pp. 59–62 Chapter 3: “Studies,” pp. 95–99
263. FUNCTIONS AND MATHEMATICAL MODELS.		
01. Understand the concept of functions.		
a. Replicate and extend patterns. • Copy and extend patterns with blocks.	COGNITIVE DEVELOPMENT—Logical Thinking 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	Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Mathematics: The Creative Curriculum ® Approach Chapter 1: “Patterns (Algebra),” pp. 31–38 Chapter 2: “Connections,” pp. 59–62; “Representation,” pp. 63–65 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120
b. Sort and classify objects by attributes.	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	Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 8: “Toys and Games,” pp. 295–315 Mathematics: The Creative Curriculum ® Approach Chapter 1: “Patterns (Algebra),” pp. 31–38 Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55; “Connections,” pp. 59–62 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115

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c. Understand and use appropriate vocabulary.	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p>	<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><i>Mathematics: The Creative Curriculum</i>[®] <i>Approach</i></p> <p>Chapter 1: “Patterns (Algebra),” pp. 31–38</p> <p>Chapter 2: “Communication,” pp. 56–58</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120</p>

IDAHO ELS—SCIENCE	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
527. UNIFYING CONCEPTS OF SCIENCE.		
01. Understand concepts and processes of evidence, models.		
a. Explore the concepts of observation and data collection.	<p>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</p> <p>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</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141</p> <p>Mathematics: The Creative Curriculum® Approach Chapter 1: “Data Analysis,” pp. 39–45</p> <p>The Creative Curriculum® Study Starters “What Children Want to Find Out”</p>
b. Explore and use various models.	<p>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</p>	<p>Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198</p> <p>The Creative Curriculum® Study Starters “Investigate the Topic” “Sample Investigations”</p>
02. Understand constancy, change, and explanation.		
a. Explore changes.	<p>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</p>	<p>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”</p> <p>The Creative Curriculum® Study Starters “Investigate the Topic” “Enhancements to Interest Areas: Discovery; Sand and Water; Outdoors” “Sample Investigations”</p>
03. Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.		

IDAHO ELS—SCIENCE	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
a. Understand the concepts of yesterday, today and tomorrow.	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	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101; see especially, “Using a Calendar,” p. 85 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522
529. CONCEPTS OF SCIENTIFIC INQUIRY.		
01. Understand scientific inquiry and develop critical thinking skills.		
a. Make predictions and communicate observations.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 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: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 <i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Integrate Content Area Learning: Science” “Investigate the Topic”
b. Make observations based on his/her own experiences, using all five senses.	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: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 <i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Integrate Content Area Learning: Science” “Investigate the Topic”
c. Use various tools to gather information.	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	Chapter 3: “Technology,” pp. 156–160; “Process Skills,” pp. 161–162 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 15: “Computers,” pp. 471–491 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Technology” “Investigate the Topic” “Enhancements to Interest Areas: Discovery; Sand and Water; Computers” “Sample Investigations”
530. CONCEPTS of PHYSICAL SCIENCE		
01. Understand the structure and function of matter and molecules and their interactions.		

IDAHO ELS—SCIENCE	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
a. Use senses to explore and describe matter with appropriate language.	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 Chapter 6: “Blocks,” pp. 243–269 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 <i>The Creative Curriculum</i>® Study Starters “Investigate the Topic” See especially: <i>Rocks, Boxes, Wheels, Buildings, Water Pipes, Shadows</i>
532. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.		
01. Understand the theory of biological evolution.		
a. Observe and explore the characteristics of plants and animals.	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: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 <i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Integrate Content Area Learning: Science” “Investigate the Topic” “Enhancements to Interest Areas: Discovery; Outdoors” See especially: <i>Ants, Flowers</i>
b. Sort animals into broad categories: insects, birds, fish, and mammals.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 <i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Integrate Content Area Learning: Science” “Investigate the Topic” “Enhancements to Interest Areas: Discovery; Outdoors” See especially: <i>Ants, Flowers</i>
533. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.		

IDAHO ELS—SCIENCE	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
<p>01. Understand the relationship among matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.</p>		
<p>a. Recognize the difference between living and nonliving things.</p>	<p>There are no <i>Creative Curriculum</i> objectives that align with this item.</p>	<p>Chapter 3: “Science,” pp. 142–145</p> <p><i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Integrate Content Area Learning: Science” “Investigate the Topic” “Enhancements to Interest Areas: Discovery; Outdoors” See especially: <i>Ants, Flowers, Rocks</i></p>
<p>534. EARTH AND SPACE SYSTEMS.</p>		
<p>01. Understand the scientific theories of origin and subsequent changes in the universe and the earth systems.</p>		
<p>a. Observe and identify the four seasons.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>31. Shows awareness of time concepts and sequence</p> <p>I. Demonstrates understanding of the present and may refer to past and future</p> <p>II. Uses past and future tenses and time words appropriately</p> <p>III. Associates events with time-related concepts</p>	<p>Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519</p> <p><i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Integrate Content Area Learning: Science” “Investigate the Topic” “Enhancements to Interest Areas: Discovery; Outdoors” See especially: <i>Rocks, Shadows</i></p>
<p>b. Observe different weather conditions.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <p>I. Examines with attention to detail, noticing attributes of objects</p> <p>II. Notices and/or asks questions about similarities and differences</p> <p>III. Observes attentively and seeks relevant information</p>	<p>Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519</p> <p><i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Integrate Content Area Learning: Science” “Investigate the Topic” “Enhancements to Interest Areas: Discovery; Outdoors” See especially: <i>Clothes</i></p>
<p>535. TECHNOLOGY.</p>		

IDAHO ELS—SCIENCE	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
01. Understand common environmental quality issues, both natural and human induced.		
a. Distinguish between natural objects and objects made by humans.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “Awareness of Technology,” p. 157, 160 <i>The Creative Curriculum</i>® Study Starters “What Children Already Know” “What Children Want to Find Out” “Integrate Content Area Learning: Technology” See especially: All <i>Study Starters</i>
b. Recognize that people have invented tools for everyday life and for scientific investigations.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “Technology Tools,” p. 158, 160 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Technology” See especially: <i>Boxes, Water Pipes, Wheels, Chairs & Things to Sit On, Buildings</i>
c. Create a tool to perform a specific function.	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 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: “Technology Tools,” p. 158, 160; “People and Technology,” pp. 158–159, 160 Chapter 11: “Discovery,” pp. 381–401 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Science, Technology” “Enhancements to Interest Areas: Discovery; Cooking, Computers” See especially: All <i>Study Starters</i>
d. Use available and appropriate technology.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “Technology: Basic Operations and Concepts,” p. 157, 160 Chapter 11: “Discovery,” pp. 381–401 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Science, Technology” “Enhancements to Interest Areas: Discovery; Cooking, Computers” See especially: All <i>Study Starters</i>
536. PERSONAL AND SOCIAL PERSPECTIVES.		

IDAHO ELS—SCIENCE	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
01. Understand common environment quality issues, both natural and human induced.		
a. Observe and discuss characteristics of the local 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 4: “Child-Initiated Learning,” pp. 173–174; “Integrating Learning Through Studies,” pp. 190–198 <i>The Creative Curriculum</i>® Study Starters “What Children Already Know” “What Children Want to Find Out” “Investigate the Topic” See especially: <i>Boxes, Buildings, Rocks, Flowers</i>
02. Understand the importance of natural resources and the need to manage and conserve them.		
a. Understand the concept of recycling.	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 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Science” “Enhancements to Interest Areas: Discovery; Outdoors” See especially: <i>Rocks, Flowers, Buildings, Water Pipes, Trash & Garbage</i>
b. Discuss the conservation of natural resources.	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	
538. INTERDISCIPLINARY CONCEPTS.		
01. Understand that interpersonal relationships are important in scientific endeavors.		

IDAHO ELS—SCIENCE	<i>The Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i>[®] for Preschool and related publications
a. Learn appropriate cooperation and interaction skills.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children 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	Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Teaching Social Problem-Solving Skills,” pp. 110–115 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development” <i>The Creative Curriculum</i>[®] Study Starters “Integrate Content Area Learning: Science, Social Studies” “Investigate the Topic”
02. Understand technical communication.		
a. Understand and follow instructions.	LANGUAGE DEVELOPMENT—Listening and Speaking 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps	Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 <i>The Creative Curriculum</i>[®] Study Starters “Integrate Content Area Learning: Science, Social Studies” “Investigate the Topic”

IDAHO ELS—SOCIAL STUDIES	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
366. CRITICAL THINKING AND ANALYTICAL SKILLS.		
01. Acquire critical thinking and analytical skills.		
a. Use vocabulary associated with time (e.g., now, then, before, after, today, yesterday, and tomorrow).	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	Chapter 3: “People and the Past,” p. 149, 151 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies”
b. Identify current events in the community.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies”
c. Demonstrate awareness that historical events have been recorded.	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	Chapter 3: “People and the Environment,” p. 148, 151; People and the Past,” p. 149, 151 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies”
370. POLITICAL, SOCIAL, AND ECONOMIC REPOSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.		
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.		
a. Identify different means of transportation used today to travel from place to place (e.g., airplanes, boats, automobiles, buses, trains, and bicycles).	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “Social Studies,” pp. 146–161; “Technology,” pp. 156–160 Chapter 7, “Dramatic Play,” pp. 271–293 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Wheels</i>
b. Identify examples of simple machines, inventions and technology used in the home.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “Technology,” pp. 156–160 Chapter 6: “Hollow Blocks Used As a Vehicle in Dramatic Play (illustration),” p. 249 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Buildings, Chairs & Things to Sit On, Water Pipes, Trash & Garbage</i>

IDAHO ELS—SOCIAL STUDIES	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
371. INTERNATIONAL RELATIONS AND CONFLICTS.		
01. Understand significant conflicts in United States history.		
a. Explore why we celebrate Independence Day, Veterans' Day, and Martin Luther King, Jr. Day.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 2: "Creating a Classroom Community," pp. 102–122
372. CULTURAL AND SOCIAL DEVELOPMENT.		
01. Understand the cultural and social development of the United States.		
a. Explore experiences, stories, pictures, and music of other cultures.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 2: "Creating a Classroom Community," pp. 102–122 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 9: "Art," pp. 317–349 Chapter 10: "Library," pp. 351–379 Chapter 13: "Music and Movement," pp. 423–441 <i>The Creative Curriculum</i>® Study Starters "Integrate Content Area Learning: Social Studies" "Enhancements to Interest Areas: Dramatic Play, Art, Library, Music" See especially: <i>Clothes, Buildings</i>
b. Demonstrate understanding that holidays commemorate special events.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: "People and How They Live," pp. 147–148, 150; "People and the Past," p. 149, 151 Chapter 5: "Appreciating Family Differences," pp. 212–213 Chapter 9, "Holiday Art," p. 348 <i>The Creative Curriculum</i>® Study Starters "Integrate Content Area Learning: Social Studies" See especially: <i>Clothes, Buildings</i>
c. Participate in patriotic activities.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 2: "Creating a Classroom Community," pp. 102–122
d. Recognize that people celebrate in many different ways.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: "People and How They Live," pp. 147–148, 150 Chapter 5: "Appreciating Family Differences," pp. 212–213 Chapter 9, "Holiday Art," p. 348 <i>The Creative Curriculum</i>® Study Starters "Integrate Content Area Learning: Social Studies"

IDAHO ELS—SOCIAL STUDIES	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
e. Identify personal and school experiences with large seasonal changes.	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	Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies” See especially: <i>Clothes, Shadows, Buildings</i>
f. Demonstrate an understanding of own personal history as part of family, school, and community.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 5: “Appreciating Family Differences,” pp. 212–213 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9, “Holiday Art,” p. 348 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies”
g. Demonstrate understanding of how people in the community help each other.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others 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	Chapter 2: “Creating a Classroom Community,” pp. 102–122 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Ants, Buildings, Trash & Garbage</i>
h. Demonstrate understanding of how all children families have similarities and differences.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 5: “Appreciating Family Differences,” pp. 212–213; “Gaining Self-Awareness,” p. 213 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Ants, Buildings, Clothes</i>
i. Demonstrate understanding of how each person is special and unique.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 5: “Appreciating Family Differences,” pp. 212–213; “Gaining Self-Awareness,” p. 213 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Ants, Buildings, Clothes</i>
373. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.		
01. Understand the foundations and principles of the American political system.		

IDAHO ELS—SOCIAL STUDIES	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
a. Listen to stories that reflect the cultural heritage of the United States—present, past, real, and fiction.	<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>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <ul style="list-style-type: none"> 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>Chapter 3: “People and the Past,” p. 149, 151</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies”</p>
b. Participate with groups to make decisions and solve problems.	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <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 2: “Teaching Social Problem-Solving Skills,” pp. 110–115 (Handling Problems Between Children;” “Solving Problems That Involve the Whole Class”)</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies”</p>
c. Demonstrate understanding of some rules and reasons for them.	<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>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies”</p>
375. CITIZENSHIP RESPONSIBILITIES AND RIGHTS.		
01. Understand that all citizens of the United States have responsibilities and rights.		
a. Begin to identify individuals who are helpful to people in their everyday lives (e.g., principal, police officer).	<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 (family members, friends, staff) and those who may not (strangers) 	<p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 5: “Ways for Families to Be Involved,” p. 226</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p><i>The Creative Curriculum</i>® Study Starters “What Children Already Know” “What Children Want to Find Out” “Investigate the Topic” “Enhancements to Interest Areas: Dramatic Play”</p>

IDAHO ELS—SOCIAL STUDIES	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
b. Demonstrate ways to be helpful to family, school and community.	<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>Chapter 2: “A System for Classroom Jobs,” pp. 73–74 Section in all Interest Area chapters: “A Letter to Families About ____”</p> <p><i>The Creative Curriculum</i>® Study Starters “What Children Already Know” “What Children Want to Find Out” “Integrate Content Area Learning: Social Studies” See especially: <i>Ants</i></p>
c. Demonstrate understanding of the need for leadership in the family, school, and community.	<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 (family members, friends, staff) and those who may not (strangers) <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>Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Creating a Classroom Community,” pp. 102–122</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies” See especially: <i>Ants</i></p>
d. Begin to demonstrate respect for the opinions, feelings, and actions of others.	<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>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: “Creating a Classroom Community,” pp. 102–122 Chapter 5: “Creating a Welcoming Environment,” pp. 218–219</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies”</p>

IDAHO ELS—SOCIAL STUDIES	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
e. Demonstrate the ability to make choices and take responsibility for one's own actions.	<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>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 	Chapter 2: “Choice Time,” pp. 87–88; “Helping Children to Regain Control,” pp. 121–122
f. Begin to demonstrate respect for rules at home, school, and community.	<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 	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies” See especially: <i>Ants</i>
376. ECONOMIC FUNDAMENTALS		
01. Understand basic economic concepts.		
a. Observe that people have needs and wants.	<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>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 	Chapter 2: “Creating a Classroom Community,” pp. 102–122 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 <i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play” See especially: <i>Wheels, Clothes, Buildings, Trash & Garbage</i>

IDAHO ELS—SOCIAL STUDIES	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
b. Recognize that people meet their needs by sharing, trading, and using money to buy goods and services.	<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>Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293</p> <p><i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play” See especially: <i>Wheels, Clothes, Buildings, Trash & Garbage</i></p>
c. Demonstrate understanding of some of the jobs that people do to earn money.	<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 Chapter 7: “Dramatic Play,” pp. 271–293</p> <p><i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play” See especially: all <i>Study Starters</i></p>
d. Begin to demonstrate knowledge of people who work in the school or in the community and become aware of their products and services.	<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 (family members, friends, staff) and those who may not (strangers) <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 Chapter 7: “Dramatic Play,” pp. 271–293</p> <p><i>The Creative Curriculum</i>® Study Starters “What Children Want to Find Out” “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Dramatic Play” See especially: all <i>Study Starters</i></p>
378. GEOGRAPHY.		
01. Understand the spatial organization of people, places, and environment on the earth’s surface.		
a. Begin to demonstrate understanding of the natural features of the earth in the immediate environment and in pictures.	<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>Chapter 3: “Spaces and Geography,” pp. 146–147, 150</p> <p><i>The Creative Curriculum</i>® Study Starters See especially: <i>Boxes, Rocks, Flowers, Buildings, Shadows</i></p>

IDAHO ELS—SOCIAL STUDIES	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
b. Distinguish between masses of land and water.	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: “Spaces and Geography,” pp. 146–147, 150 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Rocks, Water Pipes</i>
c. Begin to demonstrate an understanding that a map represents the physical environment.	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: “Spaces and Geography,” pp. 146–147, 150 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Rocks, Flowers, Buildings</i>
d. Use simple terms such as near, far, smaller and bigger.	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 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies”
02. Understand that human actions modify the environment and how physical systems affect human activity and living conditions.		
a. Begin to demonstrate understanding of the ways that the four seasons affect our lives.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “People and the Environment,” p. 148, 151 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies” “Enhancements to Interest Areas: Discovery, Outdoors” See especially: <i>Ants, Flowers</i>
b. Demonstrate ways to be helpful to the environment and the community.	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 2: “A System for Classroom Jobs,” pp. 73–74 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Buildings, Wheels, Trash & Garbage, Water Pipes</i>

IDAHO ELS—SOCIAL STUDIES	<i>The Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and related publications
c. Recognize that many kinds of plants and animals live on earth.	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: “Outdoors,” pp. 493–522, esp. “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Science” “Enhancements to Interest Areas: Discovery, Outdoors” See especially: <i>Ants, Flowers</i>