

**Alignment of Kentucky's Early Childhood Standards  
With *The Creative Curriculum*<sup>®</sup> for Preschool<sup>®</sup> and the  
Goals and Objectives of *The Creative Curriculum*<sup>®</sup> Developmental Continuum for Ages 3–5**

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

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

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**References**

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Kentucky Department of Education. (2003). *Kentucky's Early Childhood Standards*. Frankfort, KY: Author. Retrieved March 2004 from <http://www.education.ky.gov>

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

Kentucky Early Childhood Standards	<i>The Creative Curriculum</i> ® for Preschool	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps
<b>ARTS AND HUMANITIES</b>		
<p><b>These selections from <i>The Creative Curriculum</i>® for Preschool apply throughout this section:</b>            Chapter 2, “Setting Up and Maintaining the Classroom,” pp. 62–81; <i>See especially</i> pp. 73–75, “Caring for the Classroom and Children’s Work”            Chapter 3, “Process Skills,” pp. 62–81            Chapter 4, “The Teacher’s Role,” pp. 165–209; <i>See especially</i> pp. 190–198, “Integrating Learning Through Studies”</p>		
<b>Arts and Humanities</b> <b>Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences</b>		
Benchmark 1.1: Develops skills in and appreciation of visual arts	Chapter 3, “Visual Arts,” p. 154, p. 155 Chapter 9, “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340	<b>COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking</b> 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
Benchmark 1.2: Develops skills in and appreciation of dance	Chapter 3, “Dance,” p. 152, 155 Chapter 13, “Music and Movement,” pp. 423–441	There are no <i>Creative Curriculum</i> objectives that align with this item.
Benchmark 1.3: Develops skills in and appreciation of music	Chapter 3, “Music,” p. 153, 155 Chapter 13, “Music and Movement,” pp. 423–441	There are no <i>Creative Curriculum</i> objectives that align with this item.
Benchmark 1.4: Develops skills in and appreciation of drama	Chapter 3, “Dramatic Play,” pp. 153–155 Chapter 7, “Dramatic Play,” pp. 271–293	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play

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<b>ENGLISH/LANGUAGE ARTS</b>		
<p>This selection from <i>The Creative Curriculum® for Preschool</i> applies throughout this section:  Chapter 10, “Connecting Play in the Library Area with Curriculum Objectives: Language Development,” pp. 352–353</p>		
<b>Language Arts Standard 1: Demonstrates general skills and strategies of the communication process</b>		
Benchmark 1.1: Uses non-verbal communication for a variety of purposes	Chapter 1, “Language Development,” p. 22	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>39. Expresses self using words and expanded sentences  <b>Forerunner: Uses nonverbal gestures or single words to communicate;</b>  uses two-word phrases  I. Uses simple sentences (3–4 words) to express wants and needs  II. Uses longer sentences (5–6 words) to communicate  III. Uses more complex sentences to express ideas and feelings</p>
Benchmark 1.2: Uses spoken language for a variety of purposes	Chapter 2, “Creating a Classroom Community,” pp. 102–122  Chapter 3, “Increased Vocabulary and Language,” pp. 126–127, 132	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b></p> <p>39. Expresses self using words and expanded sentences  I. Uses simple sentences (3–4 words) to express wants and needs  II. Uses longer sentences (5–6 words) to communicate  III. Uses more complex sentences to express ideas and feelings</p> <p>41. Answers questions  I. Answers simple questions with one or two words  II. Answers questions with a complete thought  III. Answers questions with details</p> <p>42. Asks questions  I. Asks simple questions  II. Asks questions to further understanding  III. Asks increasingly complex questions to further own understanding</p> <p>43. Actively participates in conversations  I. Responds to comments and questions from others  II. Responds to others’ comments in a series of exchanges  III. Initiates and/or extends conversations for at least four exchanges</p>

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Benchmark 1.3: Speaks with increasing clarity and use of conventional grammar	Chapter 1, “Language Development,” p. 22	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings 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
<b>Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes</b>		
Benchmark 2.1: Engages in active listening in a variety of situations	Chapter 1, “Language Development,” p. 22 Chapter 3, “Comprehension,” pp. 129–130, 133 Chapter 10, “Listening for Understanding,” p. 365	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps
Benchmark 2.2: Observes to gain information and understanding	Sections in all Interest Area chapters:  “Connecting Play in the ___ Area With Curriculum Objectives”  “What Children Learn in the ___ Area: Literacy”	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 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 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

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<b>Language Arts Standard 3: Demonstrates general skills and strategies of the reading process</b>		
Benchmark 3.1: Listens to and responds to reading materials with interest and enjoyment	Chapter 3, “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10, “Creating an Environment for the Library Area,” pp. 354–361; “Interacting With Children in the Library Area,” pp. 370–375	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 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
Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print	Chapter 3, “Knowledge of Print,” p. 128, 132 Chapter 10, “Skills for Engaging With Books,” pp. 365–366	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 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
Benchmark 3.3: Demonstrates knowledge of the alphabet	Chapter 3, “Letters and Words,” p. 129, 133 Chapter 10, “Developmental Steps in Writing,” pp. 367–369	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 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
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness	Chapter 3, “Phonological Awareness,” pp. 127–128, 132 Chapter 10, “Select Books That Help Children Gain Knowledge of the Alphabet And Phonological Awareness,” p. 357	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 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 <b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 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

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Benchmark 3.5: Draws meaning from pictures, print and text	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”  Chapter 3, “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 10, “Skills for Engaging With Books,” pp. 365–366	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 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
Benchmark 3.6: Tells and retells a story	Chapter 10 “Select Predictable Books in Which Children Can Actively Participate,” p. 356 “Retelling Stories With Children,” p. 373	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 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
<b>Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process</b>		
Benchmark 4.1: Understands that the purpose of writing is communication	Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development” “What Children Learn in the ___ Area: Literacy” Chapter 3, “Knowledge of Print,” p. 128, 132 Chapter 10, “Promoting Children’s Writing,” p. 374	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 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 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

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Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas	Chapter 3, “Letters and Words,” p. 129, 133 Chapter 10, “Developmental Steps in Writing,” pp. 367–369	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 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 <b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 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
Benchmark 4.3: Explores the physical aspect of writing	Chapter 3, “Letters and Words,” p. 129, 133 Chapter 10, “Developmental Steps in Writing,” pp. 367–369	<b>PHYSICAL DEVELOPMENT—Fine Motor</b> 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

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<b>HEALTH/MENTAL WELLNESS</b>		
<p><b>These selections from <i>The Creative Curriculum</i><sup>®</sup> for <i>Preschool</i> apply throughout this section:</b>            Chapter 1, “Social/Emotional Development,” pp. 18–19, and pp. 23–26, “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds”</p>		
<b>Health/Mental Wellness</b> <b>Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments</b>		
Benchmark 1.1: Shows social cooperation	Chapter 2, “Creating a Classroom Community,” pp. 102–122 See especially: “Promoting Positive Relationships in the Classroom,” pp. 102–108 “Developing Rules for a Classroom Community,” pp. 108–110	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b></p> <ol style="list-style-type: none"> <li>1. Shows ability to adjust to new situations               <ol style="list-style-type: none"> <li>I. Treats arrival and departure as routine parts of the day</li> <li>II. Accepts changes in daily schedules and routines</li> <li>III. Functions with increasing independence in school</li> </ol> </li> <li>3. Recognizes own feelings and manages them appropriately               <ol style="list-style-type: none"> <li>I. Identifies and labels own feelings</li> <li>II. Is able to describe feelings and their causes</li> <li>III. Is increasingly able to manage own feelings</li> </ol> </li> <li>4. Stands up for rights               <ol style="list-style-type: none"> <li>I. Physically or verbally asserts needs and desires</li> <li>II. Asserts own needs and desires verbally without being aggressive</li> <li>III. Takes action to avoid possible disputes over rights</li> </ol> </li> </ol> <p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b></p> <ol style="list-style-type: none"> <li>7. Respects and cares for classroom environment and materials               <ol style="list-style-type: none"> <li>I. Uses materials in appropriate ways</li> <li>II. Puts away used materials before starting another activity</li> <li>III. Begins to take responsibility for care of the classroom environment</li> </ol> </li> </ol> <p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b></p> <ol style="list-style-type: none"> <li>10. Plays well with other children               <ol style="list-style-type: none"> <li>I. Works/plays cooperatively with one other child</li> <li>II. Successfully enters a group and plays cooperatively</li> <li>III. Maintains an ongoing friendship with at least one other child</li> </ol> </li> <li>11. Recognizes the feelings of others and responds appropriately               <ol style="list-style-type: none"> <li>I. Is aware of other children’s feelings and often responds in a like manner</li> <li>II. Shows increasing awareness that people may have different feelings about the same situation</li> <li>III. Recognizes what another person might need or want</li> </ol> </li> </ol>

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Benchmark 1.2: Applies social problem solving skills	Chapter 2 “Teaching Social Problem-Solving Skills,” pp. 110–115 “Responding to Challenging Behavior,” pp. 116–122	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 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 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
Benchmark 1.3: Exhibits independent behavior	Chapter 2 “A System for Classroom Jobs,” pp. 73–74 “Choice Time,” pp. 87–88 “Validate Children’s Accomplishments and Progress,” pp. 104–105 Chapter 4, “Child-Initiated Learning,” pp. 173–174	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 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 <b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 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 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living 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 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

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Benchmark 1.4: Shows a sense of purpose (future – hopefulness)	Chapter 2 “Does It Convey the Messages I Intend?” pp. 76–78 (This is a good place to be; You belong here; This is a place you can trust) “Validate Children’s Accomplishments and Progress,” pp. 104–105 “Choice Time,” pp. 87–88 Chapter 4, “Child-Initiated Learning,” pp. 173–174	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 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 <b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 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 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

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<b>MATHEMATICS</b>		
<b>Math Standard 1: Demonstrates general skills and uses concepts of mathematics</b>		
Benchmark 1.1: Demonstrates an understanding of numbers and counting	Chapter 3 “Number Concepts,” pp. 134–135, 140 “Process Skills,” pp. 161–162  Chapter 8, “Toys and Games,” pp. 295–315	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
Benchmark 1.2: Recognizes and describes shapes and spatial relationships	Chapter 3 “Geometry and Spatial Sense,” pp. 136-137, 141 “Process Skills,” pp. 161–162  Chapter 6, “Blocks,” pp. 243–269	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective

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Benchmark 1.3: Uses the attributes of objects for comparison and patterning	<p>Chapter 3  “Patterns and Relationships,” p. 136, 140  “Process Skills,” pp. 161–162</p> <p>Chapter 8, “Toys and Games,” pp. 295–315</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>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>28. Compares/measures  I. Notices similarities and differences  II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume  III. Understands/uses measurement words and some standard measurement tools</p> <p>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</p> <p>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</p>
Benchmark 1.4: Measures and describes using nonstandard and standard units	<p>Chapter 3  “Measurement,” pp. 137–138, 141  “Process Skills,” pp. 161–162</p> <p>Chapter 6, “Blocks,” pp. 243–269  Chapter 12, “Sand and Water,” pp. 403–421  Chapter 14, “Cooking,” pp. 443–469</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>28. Compares/measures  I. Notices similarities and differences  II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume  III. Understands/uses measurement words and some standard measurement tools</p> <p>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</p> <p>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</p>

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<b>PHYSICAL EDUCATION Gross and Fine Motor Skills</b>		
<b>This selection from <i>The Creative Curriculum® for Preschool</i> applies throughout this section: Chapter 1, “Physical Development,” p. 20</b>		
<b>Physical Development Standard 1: Demonstrates basic gross and fine motor development</b>		
Benchmark 1.1: Moves through an environment with body control and balance	Chapter 13, “Music and Movement,” pp. 423–441 Chapter 16, “Outdoors,” pp. 493–522	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b></p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> <li>I. Moves with direction and beginning coordination</li> <li>II. Moves with direction and increasing coordination</li> <li>III. Moves with direction and refined coordination</li> </ul> <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> <li>I. Attempts to walk along a line, stepping off occasionally</li> <li>II. Walks along wide beam such as edge of sandbox</li> <li>III. Walks forward easily, and backward with effort, along a wide beam</li> </ul> <p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>32. Shows awareness of position in space</p> <ul style="list-style-type: none"> <li>I. Shows comprehension of basic positional words and concepts</li> <li>II. Understands and uses positional words correctly</li> <li>III. Shows understanding that positional relationships vary with one’s perspective</li> </ul>
Benchmark 1.2: Performs a variety of locomotor skills with control and balance	Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development” “Connecting Play in the ___ Area With Curriculum Objectives: Physical Development” Chapter 16, “Outdoors,” pp. 493–522	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b></p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> <li>I. Moves with direction and beginning coordination</li> <li>II. Moves with direction and increasing coordination</li> <li>III. Moves with direction and refined coordination</li> </ul> <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> <li>I. Attempts to walk along a line, stepping off occasionally</li> <li>II. Walks along wide beam such as edge of sandbox</li> <li>III. Walks forward easily, and backward with effort, along a wide beam</li> </ul> <p>16. Climbs up and down</p> <ul style="list-style-type: none"> <li>I. Climbs a short, wide ladder</li> <li>II. Climbs up and down stairs and ladders, and around obstacles</li> <li>III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards</li> </ul>

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Benchmark 1.3: Performs a variety of non-locomotor skills with control and balance	Chapter 16, “Outdoors,” pp. 493–522	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b></p> <p>18. Demonstrates throwing, kicking, and catching skills</p> <ul style="list-style-type: none"> <li>I. Throws, catches, and kicks objects with somewhat awkward movements</li> <li>II. Throws, catches, and kicks with increasing control</li> <li>III. Throws and kicks at target and catches with increasing accuracy</li> </ul> <p><b>PHYSICAL DEVELOPMENT—Fine Motor</b></p> <p>19. Controls small muscles in hands</p> <ul style="list-style-type: none"> <li>I. Manipulates objects with hands</li> <li>II. Manipulates smaller objects with increasing control</li> <li>III. Manipulates a variety of objects requiring increased coordination</li> </ul> <p>20. Coordinates eye-hand movement</p> <ul style="list-style-type: none"> <li>I. Performs simple manipulations</li> <li>II. Performs simple manipulations with increasing control</li> <li>III. Manipulates materials in a purposeful way, planning and attending to detail</li> </ul>
Benchmark 1.4: Combines a sequence of several motor skills with control and balance	<p>Chapter 13, “Music and Movement,” pp. 423–441</p> <p>Chapter 16, “Outdoors,” pp. 493–522; see especially “Playground Structures,” pp. 505–508</p> <p>“Adaptations for Children With Special Needs,” p. 510</p> <p>“Encouraging Children to Explore and Take Risks Carefully,” p. 517–518</p>	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b></p> <p>16. Climbs up and down</p> <ul style="list-style-type: none"> <li>I. Climbs a short, wide ladder</li> <li>II. Climbs up and down stairs and ladders, and around obstacles</li> <li>III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards</li> </ul> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <ul style="list-style-type: none"> <li>I. Pedals in forward direction, steering around wide corners</li> <li>II. Pedals and steers around obstacles and sharp corners</li> <li>III. Rides with speed and control</li> </ul> <p>18. Demonstrates throwing, kicking, and catching skills</p> <ul style="list-style-type: none"> <li>I. Throws, catches, and kicks objects with somewhat awkward movements</li> <li>II. Throws, catches, and kicks with increasing control</li> <li>III. Throws and kicks at target and catches with increasing accuracy</li> </ul>
Benchmark 1.5: Performs fine motor tasks using eye-hand coordination	<p>Sections in all Interest Area chapters:</p> <p>“How ___ Promotes Development: Physical Development”</p> <p>“Connecting Play in the ___ Area With Curriculum Objectives: Physical Development”</p> <p>Chapter 9, “Art,” pp. 317–349</p>	<p><b>PHYSICAL DEVELOPMENT—Fine Motor</b></p> <p>20. Coordinates eye-hand movement</p> <ul style="list-style-type: none"> <li>I. Performs simple manipulations</li> <li>II. Performs simple manipulations with increasing control</li> <li>III. Manipulates materials in a purposeful way, planning and attending to detail</li> </ul>

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<b>SCIENCE</b>		
<b>Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)</b>		
Benchmark 1.1: Explores features of environment through manipulation	Chapter 3 “Science,” pp. 142–145 “Process Skills,” pp. 161–162  Chapter 11, “Discovery,” pp. 381–401 Chapter 12, “Sand and Water,” pp. 403–421	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 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 <b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
Benchmark 1.2: Asks simple scientific questions that can be answered with exploration	Chapter 3 “Science,” pp. 142–145 “Process Skills,” pp. 161–162  Chapter 11, “Discovery,” pp. 381–401 Chapter 12, “Sand and Water,” pp. 403–421	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 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
Benchmark 1.3: Uses a variety of tools to explore the environment	Chapter 3 “Science,” pp. 142–145 “Process Skills,” pp. 161–162 “Technology,” pp. 156–160  Chapter 15, “Computers,” pp. 471–491	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 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

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<p>Benchmark 1.4: Collects, describes, and records information through a variety of means</p>	<p>Chapter 3            “Data Collection, Organization, and Representation,” pp. 138–139, 141            “Process Skills,” pp. 161–162</p> <p>Chapter 11, “Discovery,” pp. 381–401            Chapter 12, “Sand and Water,” pp. 403–421            Chapter 16, “Outdoors,” pp. 493–522</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b>            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><b>COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking</b>            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><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b>            39. Expresses self using words and expanded sentences                I. Uses simple sentences (3–4 words) to express wants and needs                II. Uses longer sentences (5–6 words) to communicate                III. Uses more complex sentences to express ideas and feelings</p> <p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b>            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</p>
<p>Benchmark 1.5: Makes and verifies predictions based on past experiences</p>	<p>Chapter 1, “Cognitive Development,” p. 21            Chapter 3, “Process Skills,” pp. 161–162</p> <p>Sections in all Interest Area chapters:            “How ___ Promotes Development: Cognitive Development”            “Connecting Play in the ___ Area With Curriculum Objectives: Cognitive Development”</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b>            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</p> <p>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>

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<b>SOCIAL STUDIES</b>		
<b>Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives</b>		
Benchmark 1.1: Differentiates between events that happen in the past, present and future	Chapter 3, “People and the Past,” p. 149, 151	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 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
Benchmark 1.2: Uses environmental clues and tools to understand surroundings	Chapter 2, “Establishing Interest Areas,” pp. 62–66 Chapter 3, “Spaces and Geography,” pp. 146–147, 150 Chapter 3, “People and the Environment,” p. 148, 151	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 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
Benchmark 1.3: Shows an awareness of fundamental economic concepts	Chapter 3, “People and How They Live,” pp. 147–148, 150 Chapter 7, “Dramatic Play,” pp. 271–293	There are no <i>Creative Curriculum</i> objectives that align with this item.
Benchmark 1.4: Knows the need for rules within the home, school and community	Chapter 2, “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 3, “Social Studies,” pp. 146–151	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 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 <b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 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

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Benchmark 1.5: Understands the roles and relationships within his/her family	Chapter 3, "People and How They Live," pp. 147–148, 150 Chapter 7, "Dramatic Play," pp. 271–293	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 2. Demonstrates appropriate trust in adults <ul style="list-style-type: none"> <li>I. Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy</li> <li>II. Regards parents and teachers as resources and positive role models</li> <li>III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers)</li> </ul> <b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations <ul style="list-style-type: none"> <li>I. Performs and labels actions associated with a role</li> <li>II. Offers a play theme and scenario</li> <li>III. Engages in elaborate and sustained role play</li> </ul>
Benchmark 1.6: Knows that diversity exists in the world	Chapter 1, "Individual Differences," pp. 27–41 Chapter 3, "People and How They Live," pp. 147–148, 150 Chapter 5, "Getting to Know Families: Appreciating Differences, Gaining Self-Awareness," pp. 212–213	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 11. Recognizes the feelings of others and responds appropriately <ul style="list-style-type: none"> <li>I. Is aware of other children's feelings and often responds in a like manner</li> <li>II. Shows increasing awareness that people may have different feelings about the same situation</li> <li>III. Recognizes what another person might need or want</li> </ul>