

**Alignment of the Louisiana Pre-Kindergarten Content 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**
- ***The Creative Curriculum*® Study Starters**

*The Creative Curriculum*® for Preschool is a comprehensive curriculum that guides teachers in designing a preschool program in which children learn important skills and content and develop social competence. *The Creative Curriculum* shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows teachers how to guide learning in literacy, math, science, social studies, the arts, and technology while also supporting children’s social/emotional development. Curriculum and assessment are linked by use of *The Creative Curriculum Developmental Continuum* Assessment System, based on *The Creative Curriculum Developmental Continuum for Ages 3–5*.

**The Developmental Continuum** has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective 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 also 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.

***The Creative Curriculum*® Study Starters** (2005 Series: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, and Balls*; 2006 Series: *Water Pipes, Exercise, Wheels, Trash, Shadows, and Chairs*) 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.

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**References**

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Louisiana Pre-K Content Standards Domains, Skill Areas, and Indicators	<i>Creative Curriculum</i> <sup>®</sup> for Preschool Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> <sup>®</sup> for Preschool and Related Publications
<b>COGNITIVE DEVELOPMENT</b>		
<b>MATHEMATICAL DEVELOPMENT</b>		
<b>Number Concepts</b>		
PK-CM-N1 Compare numbers of objects	<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	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”  <b><i>The Creative Curriculum</i><sup>®</sup> Study Starters</b> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Toys and Games,” p. 13
PK-CM-N2 Perform one-to-one correspondence	<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	
PK-CM-N3 Count by rote	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 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	
PK-CM-N4 Count objects	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 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	
PK-CM-N5 Begin to recognize numerals	There are no <i>Creative Curriculum</i> <sup>®</sup> objectives that align directly with this item.	

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<b>Measurements</b>		
PK-CM-M1 Experience, compare and use language relating to time.	<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	Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”
PK-CM-M2 Anticipate, remember, and describe sequence of events	<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	<b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Toys and Games,” p. 13 “Enhancements to Interest Areas: Discovery,” p. 13
PK-CM-M3 Use mathematical language to describe experiences involving measurement	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 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 <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	
PK-CM-M4 Measure objects in the physical world using non-standard units of measurement	<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	

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<b>Geometry and Spatial Sense</b>		
PK-CM-G1 Recognize, name, describe, compare, and create basic shapes	<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	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”
PK-CM-G2 Identify shapes to describe the physical world	<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	<b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Toys and Games,” p. 13 “Enhancements to Interest Areas: Discovery,” p. 13 Note especially <i>Boxes, Buildings, and Balls</i>
PK-CM-G3 Describe and interpret spatial sense: positions, directions, distances, and order	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 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	
<b>Data Collection, Organization and Interpretation</b>		
PK-CM-D1 Sort and classify materials by one or more characteristics	<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	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198
PK-CM-D2 Collect and organize data about themselves, their surroundings, and meaningful experiences.	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 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 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”
PK-CM-D3 Interpret simple representations in data	<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	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” <b>The Creative Curriculum® Study Starters</b> “What Children Already Know,” p. 6 “What Children Want to Know,” p. 7 “Integrate Content Area Learning: Math,” pp. 10–11 “Investigate the Topic,” p. 12 “Sample Investigations,” pp. 14– 23

Louisiana Pre-K Content Standards Domains, Skill Areas, and Indicators	Creative Curriculum® for Preschool Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool and Related Publications
<b>Patterns and Relationships</b>		
PK-CM-P1 Recognize patterns in the physical world	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 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 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”
PK-CM-P2 Describe, copy, extend, create patterns and make predictions about patterns	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 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	<b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Toys and Games,” p. 13 “Enhancements to Interest Areas: Discovery,” p. 13 Note especially <i>Boxes, Buildings, and Balls</i>
<b>SCIENTIFIC DEVELOPMENT</b>		
<b>Physical Science</b>		
PK-CS-P1 Investigate states of matter: solids, liquids, and gases	<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	Chapter 3: “Physical Science,” pp. 142–143, 145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401
PK-CS-P2 Describe objects by their physical properties	<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	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”  <b>The Creative Curriculum® Study Starters</b> “What Children Want to Know,” p. 7
PK-CS-P3 Explore the physical world using five senses	<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	“Integrate Content Area Learning: Science,” p. 10 “Investigate the Topic,” p. 12 “Enhancements to Interest Areas: Discovery,” p. 13 “Sample Investigations,” pp. 14– 23 Note especially <i>Balls, Water Pipes, and Wheels</i>
PK-CS-P4 Explore simple machines, magnets, and sources of energy	<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	

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<b>Life Science</b>		
PK-CS-L1 Explore, observe, and describe a variety of living things	<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	Chapter 3: “Life Science,” pp. 143–144, 145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522
PK-CS-L2 Explore, observe, and describe a variety of non-living things	<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	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”
PK-CS-L3 Explore, observe, describe, and participate in a variety of activities related to preserving their environment	<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	<b>The Creative Curriculum® Study Starters</b> “What Children Want to Know,” p. 7 “Integrate Content Area Learning: Science,” p. 10 “Investigate the Topic,” p. 12 “Enhancements to Interest Areas: Discovery,” p. 13 “Enhancements to Interest Areas: Outdoors,” p. 13 “Sample Investigations,” pp. 14– 23
PK-CS-L4 Understand that plants and animals have life cycles and that life cycles vary for different reasons	<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	Note especially <i>Ants</i> and <i>Flowers</i>
<b>Earth and Space Science</b>		
PK-CS-ES1 Investigate, compare, and contrast seasonal changes in their immediate environment	<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	Chapter 3: “Earth and the Environment,” pp. 144, 145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401
PK-CS-ES2 Discover through observation that weather can change from day to day	<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	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”
PK-CS-ES3 Use vocabulary to describe major features of the earth and sky	<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>The Creative Curriculum® Study Starters</b> “What Children Want to Know,” p. 7 “Integrate Content Area Learning: Science,” p. 10 “Investigate the Topic,” p. 12 “Enhancements to Interest Areas: Discovery,” p. 13 “Enhancements to Interest Areas: Sand and Water,” p. 13 “Enhancements to Interest Areas: Outdoors,” p. 13 “Sample Investigations,” pp. 14– 23 Note especially <i>Rocks</i>

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<b>SOCIAL STUDIES DEVELOPMENT</b>		
<b>Civics</b>		
PK-CSS-C1 Recognize community workers and increase awareness of their jobs	<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	Chapter 2: Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “The Daily Schedule,” pp. 92–97; “Creating a Classroom Community,” pp. 102–122 Chapter 3: “People and How They Live,” pp. 147–148, 150; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
PK-CSS-C2 Appreciate the importance of his/her role as a member of the family, the class, and the community	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not	Chapter 3: “People and How They Live,” pp. 147–148, 150; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”  <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10
<b>Economics</b>		
PK-CSS-E1 Demonstrate an awareness of money being needed to purchase things	<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	Chapter 2: Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “The Daily Schedule,” pp. 92–97; “Creating a Classroom Community,” pp. 102–122 Chapter 3: “People and How They Live,” pp. 147–148, 150; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”  <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10

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<b>Geography</b>		
PK-CSS-G1 Include representations of roads, bodies of water, and buildings in their play	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 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	Chapter 2: Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “The Daily Schedule,” pp. 92–97; “Creating a Classroom Community,” pp. 102–122
PK-CSS-G2 Use words to indicate directionality, position, and size	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 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; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 7: “Dramatic Play,” pp. 271–293
PK-CSS-G3 Develop awareness of the world around them	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
<b>History</b>		
PK-CSS-H1 Use words to describe time ( <i>yesterday, today tomorrow, past, present, future</i> )	<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	Chapter 2: Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “The Daily Schedule,” pp. 92–97; “Creating a Classroom Community,” pp. 102–122 Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”

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<b>CREATIVE ARTS DEVELOPMENT</b>		
<b>Music Appreciation</b>		
PK-MM-MA1 Listen to a variety of musical genre—jazz, classical, country, lullaby, patriotic, instrumental, vocal, etc.	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441  <b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Music and Movement,” p. 13
PK-MM-MA2 Respond to variations in music—pitch, volume, tempo, beat, rhythm, and pattern	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 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	
<b>Music Expression</b>		
PK-MM-ME1 Use music as an avenue to express thoughts, feelings, and energy	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441
PK-MM-ME2 Participate in group singing, fingerplays, rhymes, poetry, and rhythm	<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><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Music and Movement,” p. 13
<b>Creative Movement</b>		
PK-MM-CM1 Observe various forms of movement	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 3: “Dance,” p. 152, 155; “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441
PK-MM-CM2 Communicate words or concepts through movement	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	<b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Music and Movement,” p. 13
PK-MM-CM3 Show creativity using their bodies (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn)	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	

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<b>Visual Arts Appreciation</b>		
PK-VA-VA1 Observe various forms of art expression (paintings, drawings, sculpture, prints, collages, and other art forms)	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”
PK-VA-VA2 Share various forms of art found in their environment	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	<b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Art,” p. 13
<b>Creative Expression</b>		
PK-VA-CE1 Participate in individual and group art experiences	<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	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  <b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Dramatic Play,” p. 13 “Enhancements to Interest Areas: Art,” p. 13 “Enhancements to Interest Areas: Music and Movement,” p. 13
<b>Dramatic Appreciation</b>		
PK-DA-DA1 Attend to a variety of dramatic performances	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293
PK-DA-DA2 Participate in discussions of dramatic performances	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	<b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Dramatic Play,” p. 13
<b>Dramatic Expression</b>		
PK-DA-DE1 Role play to express feelings, dramatize stories, try out social behaviors observed in adults, reenact real-life roles and experiences	<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	Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293  <b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Dramatic Play,” p. 13
PK-DA-DE2 Participate in activities using symbolic materials and gestures to represent real objects and situations	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 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	

<i>Louisiana Pre-K Content Standards Domains, Skill Areas, and Indicators</i>	<i>Creative Curriculum® for Preschool Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>HEALTH AND PHYSICAL DEVELOPMENT</b>		
<b>Health and Hygiene</b>		
PK-HP-HH1 Show awareness of healthy lifestyle practices	<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	Chapter 2: “Mealtimes,” pp. 89–91 Chapter 14: “Cooking,” pp. 443–469
<b>Nutrition</b>		
PK-HP-N1 Exhibit knowledge that some foods are better for your body than others	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 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	Chapter 2: “Mealtimes,” pp. 89–91 Chapter 14: “Cooking,” pp. 443–469
<b>Safety</b>		
PK-HP-S1 Identify potentially harmful objects, substances, or behaviors	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 11: “Take-Aparts and Safety,” p. 390
PK-HP-S2 Be aware of and follow universal safety rules	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 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 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” pp. 517–518

<i>Louisiana Pre-K Content Standards Domains, Skill Areas, and Indicators</i>	<i>Creative Curriculum® for Preschool Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>Physical Development</b>		
<b>Gross Motor</b>		
PK-HP-GM1 Exhibit body coordination and strength	<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>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>	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20</p> <p>Chapter 13: “Music and Movement,” pp. 423–441, especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424</p> <p>Chapter 16: “Outdoors,” pp. 493–522, especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494</p>
PK-HP-GM2 Exhibit balance and spatial awareness	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b></p> <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>	

<i>Louisiana Pre-K Content Standards Domains, Skill Areas, and Indicators</i>	<i>Creative Curriculum® for Preschool Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>Fine Motor</b>		
PK-HP-FM1 Strengthen and control small muscles in hands	<b>PHYSICAL DEVELOPMENT—Fine Motor</b> 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 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 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491
PK-HP-FM2 Exhibit manual coordination	<b>PHYSICAL DEVELOPMENT—Fine Motor</b> 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 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	Chapters 6, 7, 8, 9, 10, 11, 12, 14, 15: “How Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Cooking, and Computers Promote Physical Development: Fine Motor,” pp. 243–244, 271–272, 295–296, 317–318, 351–352, 381–382, 403–404, 443–444, 471–472
PK-HP-FM3 Coordinate eye-hand movement	<b>PHYSICAL DEVELOPMENT—Fine Motor</b> 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	

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<b>LANGUAGE AND LITERACY DEVELOPMENT</b>		
<b>Listening</b>		
PK-LL-L1 Listen with understanding to directions and conversation	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 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; "Phonological Awareness," pp. 127–128, 132; "Comprehension," pp. 129–130, 133 Sections in all Interest Area chapters: "How ___ Promotes Development: Language Development;" "Connecting ___ With Curriculum Objectives: Language Development"
PK-LL-L2 Follow directions that involve two- or three-step sequence of actions	<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	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: "Vocabulary and Language," pp. 11–15; "Phonological Awareness," pp. 16–21; "Comprehension," pp. 33–38
PK-LL-L2 Hear and discriminate the sounds of language in the environment to develop beginning phonological awareness	<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	Chapter 3: "Talking, Singing, and Playing With Language," pp. 70–78, including "Supporting Children's Language Learning," pp. 73–77 <b>Scope and Sequence for Language and Literacy</b> Oral Language: Vocabulary and Language "Listening and Responding to Language," p. 274 "Self-Expression," p. 275
PK-LL-L3 Demonstrate understanding of new vocabulary introduced in conversations, activities, stories and books	<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	Oral Language: Phonological Awareness "Listening," p. 276 "Rhyming," p. 276 "Alliteration," p. 277
PK-LL-L5 Engage in activities that offer the opportunity to develop skills associated with technology by viewing, comprehending, and using non-textual information	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	"Sentences and Words," p. 278 "Syllables," p. 278 "Onset and Rime," p. 279 "Phonemic Awareness," p. 279

<i>Louisiana Pre-K Content Standards Domains, Skill Areas, and Indicators</i>	<i>Creative Curriculum® for Preschool Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>Speaking</b>		
PK-LL-S1 Develop and expand expressive language skills	<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	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”
PK-LL-S2 Uses new vocabulary in spontaneous speech	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 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	Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”
PK-LL-S3 Ask and answer relevant questions and share experiences individually and in groups	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 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	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Vocabulary and Language,” pp. 11–15; “Comprehension,” pp. 33–38 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78, including “Supporting Children’s Language Learning,” pp. 73–77; “Playing: Children’s Work,” pp. 120–126; “Supporting Children’s Play,” pp. 122–125 <b>Scope and Sequence for Language and Literacy</b> Oral Language: Vocabulary and Language “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275

Louisiana Pre-K Content Standards Domains, Skill Areas, and Indicators	Creative Curriculum® for Preschool Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool and Related Publications
<b>Reading</b>		
PK-LL-R1 Actively engage in reading experiences	<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	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133; “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133
PK-LL-R2 Retell information from a story	<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	Chapter 10: “Library,” pp. 351–379 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”
PK-LL-R3 Demonstrate an understanding of print concepts and beginning alphabetic knowledge	<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 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	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42 Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Telling Stories With Children,” pp. 94–99; “Story Retelling,” pp. 101–108; “Supporting Children’s Story Retelling,” pp. 104–107 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190
PK-LL-R4 Use emerging reading skills to make meaning from print	<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	Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190 <b>Scope and Sequence for Language and Literacy</b> Written Language: Reading “Motivation for Reading,” p. 280 “Concepts of Books,” p. 281 “Print Concepts, p. 282 “Alphabet and Word Knowledge,” p. 283 “Comprehension,” p. 284

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<b>Writing</b>		
PK-LL-W1 Experiment with a variety of writing tools, materials, and surfaces	<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	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133; “Technology,” pp. 156–160 Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374
PK-LL-W2 Use early stages of writing in the form of shapes and letter-like symbols to convey ideas	<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	Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”
PK-LL-W3 Participate in a variety of writing activities focused on meaningful words and print in the environment	<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	<b><i>Literacy: The Creative Curriculum® Approach</i></b> <b>Scope and Sequence for Language and Literacy</b> Chapter 1: “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32 Chapter 3: “Writing,” pp. 109–119, “Supporting Children’s Writing,” pp. 114–118
PK-LL-W4 Demonstrate an interest in using writing for a purpose	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 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	Written Language: Writing “Purposes of Writing,” p. 285 “Writing Mechanics,” p. 285

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<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
<b>Self-Esteem</b>		
PK-SE-SE1 Respond to own name	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 1: “Individual Differences,” pp. 27–41
PK-SE-SE2 Stand up for own rights	<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	Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Coaching Children on How to Be Assertive,” p. 120
PK-SE-SE3 Recognize and express own feelings and respond appropriately (all emotions, happiness, surprise, anger, etc.)	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings	Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”
PK-SE-SE4 Demonstrate appropriate behaviors when completing a task or solving a problem	<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	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”

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<b>Attitude</b>		
PK-SE-SA1 Separate easily from parent	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 1. Shows ability to adjust to new situations 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	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
PK-SE-SA2 Play well with other children	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 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	
PK-SE-SA3 Respond sympathetically to peers who are in need	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 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	
PK-SE-SA4 Recognize the feelings of others and respond appropriately	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 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	

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<b>Cooperation</b>		
PK-SE-C1 Develop increasing abilities to give and take in interactions	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 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: “Choice Time,” pp. 87–88; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Coaching Children on How to Be Assertive,” p. 120 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175; “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Integrating Learning Through Studies,” pp. 190–198
PK-SE-C2 Work or play cooperatively with other children with minimal direction	<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	
PK-SE-C3 Respond appropriately during teacher-guided and child-initiated activities	<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	
PK-SE-C4 Use conflict resolution strategies	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 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	
PK-SE-C5 Develop appropriate listening skills	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.	

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<b>Pro-Social Behavior</b>		
PK-SE-PB1 Show progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming self, others, or property	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 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: “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97; “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86
PK-SE-PB2 Develop a growing understanding of how their actions affect others and begin to accept consequences of their actions	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 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	Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
PK-SE-PB3 Demonstrate increasing capacity to follow rules and routines and use materials purposefully, safely and respectfully	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 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 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	

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<b>Family</b>		
PK-SE-F1 Demonstrate knowledge of personal information	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Building a Relationship With Each Child,” pp. 103–105
PK-SE-F2 Identify family composition and describes roles of family members	<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	Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 5: “The Family’s Role,” pp. 211–241 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
PK-SE-F3 Discuss family traditions, practices and cultural roots of family members	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	<b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10 “Sample Investigations,” pp. 14– 23
<b>Diversity</b>		
PK-SE-D1 Recognize themselves as unique individuals and become aware of the uniqueness of others	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 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 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”
PK-SE-D2 Demonstrate emerging awareness and respect for culture and ethnicity	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	<b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10 “Sample Investigations,” pp. 14– 23
PK-SE-D3 Demonstrate emerging awareness and respect for abilities and disabilities	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	
PK-SE-D4 Begin to demonstrate an understanding of social justice and social action issues	<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	