

Alignment of the State of Maine Early Childhood Learning Guidelines With The Creative Curriculum® for Preschool and the Goals and Objectives of The Developmental Continuum for Ages 3–5

The Creative Curriculum for Preschool is a comprehensive curriculum that guides teachers in designing a preschool program in which children learn important skills and content, and develop social competence. The Curriculum shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows 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*, based on *The Creative Curriculum Developmental Continuum for Ages 3–5*.

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

All of the *State of Maine Early Childhood Learning Guidelines* align with the content of *The Creative Curriculum for Preschool*. Three highly specific Guidelines do not align with the goals and objectives of *The Creative Curriculum Developmental Continuum for Ages 3–5*. These are noted in the text.

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References

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- Maine Department of Education and Maine Department of Health and Human Services, Office of Child Care and Head Start (2005). *State of Maine early childhood learning guidelines*. Augusta, ME: Office of Child Care and Head Start. Retrieved August 15, 2005 from <http://www.maine.gov/dhhs/occhs/publications.htm>
- Teaching Strategies, Inc. (2001). *The Creative Curriculum® developmental continuum for ages 3–5*. Washington, DC: Author.

<i>Maine Early Childhood Learning Guidelines</i>	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>
PERSONAL AND SOCIAL DEVELOPMENT		
A) Self Control		
Seeks adult help when needed for emotional support	Chapter 2: “Building a Relationship With Each Child,” pp. 103–105; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not
Demonstrates increasing competency in recognizing own and others’ emotions	Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 2: “Responding to Challenging Behavior,” pp. 116–122, especially “Helping Children to Regain Control,” pp. 121–122 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 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 SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want
Demonstrates increasing competency in describing own and others’ emotions		
Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property	Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115, especially “Handling Problems Between Children,” pp. 110–114	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights
Demonstrates increasing capacity to follow rules and routines	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “The Daily Schedule,” pp. 92–97; “Developing Rules for a Classroom Community,” pp. 108–110	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
Uses materials and equipment purposefully, safely, and respectfully	Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “A System for Classroom Jobs,” pp. 73–74 “Strategies for Protecting Children’s Work,” pp. 74–75 Section in all Interest Area chapters: “Creating an Environment for the ___ Area”	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment

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B) Self Concept		
Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences, and rights (ex., makes choices during the day based on personal interests)	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Choice Time,” pp. 87–88	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 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 SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
Separates from family to participate in early education setting	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26; “Individual Differences,” pp. 27–41	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 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
Increases ability to adjust to new situations	Chapter 2: “The Daily Schedule,” pp. 92–97; “Transition Times,” pp. 88–89; “Preparing for the First Few Days,” pp. 100–101	
Explores and experiments with new interests	Chapter 2: “Does The Classroom Convey the Positive Messages I Intend?” pp. 76–78; “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
Develops a growing understanding of how own actions affect others	Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
Begins to accept the consequences of own actions		SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise
Expresses pride in accomplishments	Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105 Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 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

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C) Social Competence		
Demonstrates an understanding of and follows through with basic responsibilities (ex., dressing, clean-up)	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Cleanup at Mealtimes,” pp. 90–91 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252 Chapter 12: “Cleanup in the Sand and Water Area,” p. 420	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 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 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
Interacts appropriately with familiar adult(s)	Chapter 2: “Building a Relationship With Each Child,” pp. 103–105	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not
Interacts with one or more children	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “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”	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child
Interacts respectfully and cooperatively with adults and peers	Chapter 2: “Building a Relationship With Each Child,” pp. 103–105 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: “Observing, Responding to, and Interacting With Children in the ___ Area”	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 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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Increases abilities to participate successfully as a member of a group through sustaining interactions with peers such as helping, sharing, and discussing	Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “The Daily Schedule,” pp. 92–97; “Promoting Positive Relationships in the Classroom,” pp. 102–108	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 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
Listens with interest and understanding to directions	Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97	LANGUAGE DEVELOPMENT—Listening and Speaking 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps
Listens with interest and understanding during conversations	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Mealtimes,” pp. 89–91 Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	LANGUAGE DEVELOPMENT—Listening and Speaking 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise
Demonstrates some understanding of others’ rights, uniqueness, and individuality	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Handling Problems Between Children,” pp. 110–114	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn

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APPROACHES TO LEARNING		
A) Initiative and Curiosity		
Expresses (verbally or nonverbally) an eagerness to participate in and learn about a widening range of topics, ideas, and tasks	Chapter 2: “You Can Do Many Things on Your Own Here,” p. 78; “This Is a Safe Place to Explore and Try Out Your Ideas,” p. 78; “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
Finds more than one solution to a question, task, or problem	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “How ____ Promotes Development: Cognitive Development;” “Connecting ____ With Curriculum Objectives: Cognitive Development”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems
Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults	Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ____ Area”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
Approaches tasks and activities with increasing flexibility, imagination, and inventiveness		COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems
Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175; “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 All Interest Area chapters, especially Chapter 7: “Dramatic Play,” pp. 271–293; Chapter 10: “Library,” pp. 351–379 Section in all Interest Area chapters: “What Children Learn in the ____ Area”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play

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Participates in an increasing variety of tasks and activities	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
B) Persistence and Reflection		
Persists in and completes an increasing variety of tasks, activities, projects, and experiences	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175; “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “What Children Learn in the ___ Area,” “Observing, Responding to, and Interacting With Children in the ___ Area”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
Sets goals, develops plans, and completes tasks		
Demonstrates a capacity to maintain concentration for a meaningful period of time on a task, set of directions, or interactions, despite distractions and interruptions		
Applies prior experiences, senses, and knowledge to new learning situations	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development,” “Connecting ___ With Curriculum Objectives: Cognitive Development”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
Considers and implements different approaches to carrying out a task	Chapter 4: “Child-Initiated Learning,” pp. 173–174 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development,” “Connecting ___ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems
Alters approach to tasks when initial approach does not work		

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<p>Recognizes and solves problems independently through trial and error and by interacting with peers and adults</p> <p>Seeks help appropriately from another child or an adult when encountering a problem</p>	<p>Foundation chapter: “Vygotsky: Social Interaction and Learning,” pp. 8–9</p> <p>Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>2. Demonstrates appropriate trust in adults</p> <ul style="list-style-type: none"> I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>13. Uses thinking skills to resolve conflicts</p> <ul style="list-style-type: none"> I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise <p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>25. Explores cause and effect</p> <ul style="list-style-type: none"> I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
<p>Discusses or documents important aspects of an experience and identifies what was learned</p>	<p>Foundation chapter: “Piaget: Logical Thinking and Reasoning,” pp. 6–8</p> <p>Chapter 3: “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <ul style="list-style-type: none"> 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>Demonstrates new learnings by changing his/her approach and/or behavior</p>	<p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Interacting With Children to Promote Learning,” pp. 175–178</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>23. Approaches problems flexibly</p> <ul style="list-style-type: none"> I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

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CREATIVE ARTS		
Moves in time to music	Chapter 3: “Dance,” p. 152, 155; “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam
Shows increasing ability in keeping/moving in time to different patterns of beat and rhythm in music	Chapter 3: “Dance,” p. 152, 155; “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441	COGNITIVE DEVELOPMENT—Logical Thinking 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying
Uses different art media and materials, e.g. paint, crayons, Playdough, paper, glue; in a variety of ways for creative expression and presentation	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”	PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name
Progresses in abilities to create drawings, paintings, and other art creations that reflect more detail, creativity, and/or realism	Chapter 9: “Art,” pp. 317–349, especially “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340; “What is Wrong With Coloring Books and Precut Patterns?” p. 347	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
Identifies shapes, textures, and colors	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Chapter 11: “Discovery,” pp. 381–401	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason
Tells about and/or role-plays characters from stories, people in own or imagined community, people and events from own or imagined experience	Foundation chapter: “Sara Smilansky’s Four Types of Play,” pp. 11–13 Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133; “People and How They Live,” pp. 147–148, 150; “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293, especially “Levels of Dramatic Play,” pp. 282–286 Chapter 10: “Retelling Stories With Children,” p. 373	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

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Uses props to enhance role playing and dramatic play	Foundation chapter: “Sara Smilansky’s Four Types of Play,” pp. 11–13 Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 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
Begins to understand and develop the vocabulary to share opinions about artistic creations and experiences	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 9: “Nurturing Children’s Appreciation of Art,” p. 345; “Talking With Children About Their Art,” pp. 342–344	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings
EARLY LANGUAGE AND LITERACY		
A) Communicating and Listening		
Asks and answers simple questions about self and family by using learned phrases and recalled vocabulary	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178	LANGUAGE DEVELOPMENT—Listening and Speaking 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding
Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes Communicates clearly enough to be understood by familiar and unfamiliar listeners Uses an increasingly complex and varied spoken vocabulary	Chapter 1: “Language Development,” p. 22 Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings 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

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<p>Progresses in listening to and understanding the English language while maintaining home language, when the two are not the same</p>	<p>Chapter 1: “Second Language Learners,” pp. 38–41 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133 Chapter 4: “Teaching Second Language Learners,” pp. 181–183 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p>	<p>There are no <i>Creative Curriculum[®]</i> objectives that align directly with this item.</p>
<p>Demonstrates increased proficiency in home and English languages (English Language Learner)</p>		
B) Book Knowledge and Appreciation		
<p>Seeks out and enjoys experiences with pictures, books, and other print materials, e.g., asks for a story to be read, looks at pictures in magazines</p>	<p>Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Reading Books to Children,” pp. 370–373 Chapter 10: “Retelling Stories With Children,” p. 373 Chapter 10: “Listening to Tapes With Children,” p. 374 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader</p>
<p>Handles and cares for books</p>	<p>Chapter 10: “Skills for Engaging With Books,” pp. 365–366; “Creating an Environment for the Library Area,” pp. 354–361; “Displaying and Caring for Materials,” pp. 360–361</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read</p>
<p>Listens to and communicates information about favorite books</p>	<p>Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Reading Books to Children,” pp. 370–373; “Interacting With Children in the Library Area,” pp. 370–375 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader</p>
<p>Knows that books provide information about the world. Understands that a book has a title, author and illustrator</p>	<p>Chapter 2, “Displaying and Labeling Materials,” pp. 65–67 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy” Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read 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</p>

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Knows to view one page at a time in sequence from front to back.	Chapter 10: “Skills for Engaging With Books,” pp. 365–366	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read
Incorporates some literacy activities into dramatic play, e.g., pretends to read a book, write on paper, or use written signs or labels.	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy; see especially Chapter 7, “What Children Learn in the Dramatic Play Area: Literacy,” p. 304.”	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events 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
C) Comprehension		
Identifies objects from books	Chapter 10: “Understanding the Function and Value of Print,” p. 366; “Recognizing That Written Words are Symbols”, p. 366 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Reading and Writing 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print
Retells information from a story Demonstrates understanding of basic plots of simple stories in a variety of ways (ex., retelling, role play, illustrating, responding to questions)	Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Materials for Story Retelling,” p. 358; “Retelling Stories With Children,” p. 373	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
Make reasonable predictions about what will happen next or how things might have turned out differently in a story	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Materials for Story Retelling,” p. 358; “Materials for Listening,” pp. 359; “Retelling Stories With Children,” p. 373	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

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Makes observations about the use of words and pictures	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Reading and Writing 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print
Understands the main idea of simple information	“Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 3: “Comprehension,” pp. 129–130, 133: Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
D) Sounds in Spoken Language		
Recites simple poems or nursery rhymes	Chapter 3: “Phonological Awareness,” pp. 127–128, 132 Chapter 10: “Retelling Stories With Children,” p. 373; “How the Library Area Promotes Development: Language Development,” p. 351, p. 353	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader
Develops an awareness of word sounds and rhythms of language, e.g., rhyming, singing	Chapter 3: “Phonological Awareness,” pp. 127–128, 132; “Music,” p. 153, 155 Chapter 10: “Literacy: Phonological Awareness,” p. 362; “How the Library Area Promotes Development: Language Development,” p. 351, p. 353 Chapter 13: “Music and Movement,” pp. 423–441	LANGUAGE DEVELOPMENT—Listening and Speaking 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words
Knows that different words can begin with the same sound	Chapter 3: “Phonological Awareness,” pp. 127–128, 132; “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133	LANGUAGE DEVELOPMENT—Reading and Writing 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections
Recognizes that sounds are associated with letters of the alphabet and that they form words	Chapter 10: “How the Library Area Promotes Development: Language Development,” p. 351, p. 353	
Recognizes characteristic sounds and rhythms of language, including the relationship between sounds and letters.		

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E) Print Concepts		
Recognizes own written name	Chapter 2: “Displaying and Labeling Materials,” pp. 65–67 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Reading and Writing 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print
Identifies some labels and signs, e.g., stop, go, exit		
Recognizes that letters are grouped to form words.	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read
F) Alphabet Knowledge		
Identifies some letters of the alphabet	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Reading and Writing 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections
G) Early Writing		
Tells about experiences and discoveries, both orally and in writing, which could include child’s own invented, emergent writing.	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Chapter 10: “Developmental Steps in Writing,” pp. 367–369	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings LANGUAGE DEVELOPMENT—Reading and Writing 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning
Experiments with growing variety of writing tools, materials, and resources, including adaptive communication and writing devices	Chapter 3: “Technology Tools,” p. 158, 160 Chapter 9: “Stages in Painting and Drawing,” pp. 337–338 Chapter 10: “Including All Children in the Library Area,” pp. 374–375; “Special Challenges in the Library Area,” p. 375; “Developmental Steps in Writing,” pp. 367–369 Chapter 15, Computers,” pp. 471–491, especially “Adapting Computers for Children With Special Needs,” pp. 480–481	PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name

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Understands that writing is a way of communicating (ex., dictates ideas or events)	Chapter 10: “Materials for Writing,” pp. 359–360 Chapter 10: “Developmental Steps in Writing,” pp. 367–369	LANGUAGE DEVELOPMENT—Reading and Writing 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning
Uses scribbles, shapes, or pictures to represent thoughts or ideas	Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369	LANGUAGE DEVELOPMENT—Reading and Writing 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing word
Copies or prints own name		
Engages in writing using letter-like symbols to make letters or words.		
HEALTH AND PHYSICAL EDUCATION		
A) Healthy Habits		
Makes known health-related needs and/or interests and considers possible options, e.g., when thirsty, asks for water	Chapter 2: “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92 Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 14: “Cooking,” pp. 443–469, especially “Introducing Children to New Recipes,” pp. 466–467	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 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 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
Uses basic personal hygiene practices and understands that those practices help to maintain good health		
Tries a variety of nutritious foods and knows the difference between healthful foods and those with little nutritional value		

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Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness	Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam <p>16. Climbs up and down</p> <ul style="list-style-type: none"> I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <ul style="list-style-type: none"> I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control <p>18. Demonstrates throwing, kicking, and catching skills</p> <ul style="list-style-type: none"> I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
Practices safety skills for different situations, e.g., crossing street, using seatbelts, awareness of strangers	Chapter 11: “Take-Aparts and Safety,” p. 390 Chapter 14: “Special Health and Safety Considerations in the Cooking Area,” pp. 450–452; “Using the Cooking Area Independently,” pp. 463–464 Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>2. Demonstrates appropriate trust in adults</p> <ul style="list-style-type: none"> I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>9. Follows classroom rules</p> <ul style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
Links particular community helpers with given situations/needs, e.g., police officer, firefighter, nurse	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”	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>2. Demonstrates appropriate trust in adults</p> <ul style="list-style-type: none"> I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not

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B) Gross and Fine Motor Skills		
Moves with an awareness of personal space in relationship to others	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “How Music and Movement Promote Development: Physical Development,” p. 423, p. 425 Chapter 16: “How Outdoor Play Promotes Development: Physical Development,” pp. 493–494	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective
Demonstrates progress with non-locomotor skills (moving in place, e.g., turning, twisting)	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 3: “Dance,” p. 152, 155 Chapter 13: “Music and Movement,” pp. 423–441, especially “How Music and Movement Promote Development: Physical Development,” p. 423, p. 425	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.
Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “How Music and Movement Promote Development: Physical Development,” p. 423, p. 425 Chapter 16: “How Outdoor Play Promotes Development: Physical Development,” pp. 493–494	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards
Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 16: “Outdoors,” pp. 493–522 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”	PHYSICAL DEVELOPMENT—Gross Motor 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
Makes successful transitions between sequential motor skills, e.g., demonstrates progress in running and jumping		PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) 15. Shows balance while moving 16. Climbs up and down 17. Pedals and steers a tricycle (or other wheeled vehicle) 18. Demonstrates throwing, kicking, and catching skills
Demonstrates cooperative skills (following rules, taking turns, sharing equipment, etc.) while participating in physical activities		SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child

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Grows in eye-hand coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors	Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”	PHYSICAL DEVELOPMENT—Fine Motor 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail
Develops increasing strength, dexterity, and control needed to use tools, e.g., such as scissors, paper punch, and stapler	Chapter 1: “Physical Development: Fine Motor,” p. 20 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”	PHYSICAL DEVELOPMENT—Fine Motor 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination
Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of adaptive technology as needed	Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 2: “Adaptations for Children With Disabilities,” pp. 71–72 Chapter 9: “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340; “Including All Children in the Art Area,” p. 346 Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Including All Children in the Library Area,” and “Special Challenges in the Library Area,” pp. 374–375 Chapter 15: “Adapting Computers for Children With Special Needs,” pp. 480–481 Chapter 16: “Adapting the Outdoors Area for Children With Special Needs,” p. 510 Illustrations of adaptations in play areas: p. 289 (Dramatic Play); p. 505 (Outdoors)	PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name
Uses standard and/or adaptive early childhood motor equipment safely and appropriately	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 16: “Adapting the Outdoors Area for Children With Special Needs,” p. 510; Illustration of adaptations in outdoor play area, 505	PHYSICAL DEVELOPMENT—Gross Motor 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control

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MATHEMATICS		
A) Numbers and Number Sense		
<p>Demonstrates an increasing ability to count in sequence to 10 and beyond</p> <p>Matches a number of objects with written numeral (ex., one dog and written numeral “1”)</p>	<p>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”</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>34. Uses numbers and counting</p> <ul style="list-style-type: none"> I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
<p>Understands that numbers have multiple uses, e.g., measurement, recipes, prices, and ages (self and peers), phone numbers and street numbers</p>	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140; “Spaces and Geography,” pp. 146–147, 150; “People and How They Live,” pp. 147–148, 150 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <ul style="list-style-type: none"> I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
<p>Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity</p>	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>34. Uses numbers and counting</p> <ul style="list-style-type: none"> I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
<p>Identifies positions of objects in a sequence, e.g., first, second, third, last</p>	<p>Chapter 3: “Number Concepts,” pp. 134–135, 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”</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>29. Arranges objects in a series</p> <ul style="list-style-type: none"> I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features

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Uses one-to-one correspondence in counting objects and matching groups of objects	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315	COGNITIVE DEVELOPMENT—Logical Thinking 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
Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features
Demonstrates understanding of concepts whole and part	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”	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason
B) Shape and Size		
Builds increasing understanding of directionality, order and position of objects and words such as up, down, inside, outside, next to, in front, behind, on top of, under	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective
Recognizes, names, matches, and sorts simple shapes	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason
Begins to determine whether two objects are the same size and shape	Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315	
Matches two dimensional geometric shapes (ex., puzzles, noninterlocking puzzles)		

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<p>Recognizes and compares objects based on differences in length, volume, weight, width (thick and thin)</p> <p>Uses non-standard units of measurement (ex., books, hands, blocks) to measure objects</p>	<p>Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <ul style="list-style-type: none"> I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
<p>Recognizes some basic concepts of time and sequence, e.g., morning, afternoon, yesterday, today, tomorrow, before, after</p>	<p>Chapter 2: “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141; “People and the Past,” p. 149, 151 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>31. Shows awareness of time concepts and sequence</p> <ul style="list-style-type: none"> I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
<p>Describes simple navigation activities (ex., how to get from the block area to the housekeeping corner; how to get from one room to another)</p>	<p>Chapter 3: “Spaces and Geography,” pp. 146–147, 150</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>32. Shows awareness of position in space</p> <ul style="list-style-type: none"> I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective

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C) Mathematical Decision-making		
Responds to questions that can be answered with information gained through data analysis (ex., How many different kinds of footwear are children wearing? How many children are wearing red sneakers?)	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 Chapter 11: “Discovery,” pp. 381–401	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
Makes two and three dimensional depictions, such as graphs and charts, of information gathered from immediate surroundings (ex., number of people in family, how many buttons on clothes)		
Uses planning to acquire a desired outcome (ex., selecting appropriate types and quantities of materials)	Chapter 2: “Choice Time,” pp. 87–88 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems 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
D) Patterns		
Begins to recognize, copy, extend, and create simple patterns (ex., sounds, objects, shapes)	Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 13: “Music and Movement,” pp. 423–441	COGNITIVE DEVELOPMENT—Logical Thinking 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying
Matches and sorts objects	Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason

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SCIENCE		
A) Scientific Knowledge		
Knows differences between living and non-living things	Chapter 3: “Science,” pp. 142–145 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
Sorts living things by characteristics such as movement, environment, or body covering, e.g. hair, feathers, scales	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason
Knows that animals live in different habitats on earth	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
Knows that living things are made up of different parts	Chapter 11: “Discovery,” pp. 381–401	
Recognizes that most things are made of parts and that they may not work if parts are missing.	Chapter 16: “Outdoors,” pp. 493–522, especially “Caring for Living Things,” pp. 500–50; “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519	
Identifies body parts and knows their functions	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	
Knows that plants and animals need food, water, air, and sun to survive		
Shows interest in and discovers relationships and patterns (e.g., butterfly wings, leaves)	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401	COGNITIVE DEVELOPMENT—Logical Thinking 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying
Expands knowledge of and respect for their environment	Chapter 3: “Earth and the Environment,” pp. 144, 145; “People and the Environment,” p. 148, 151 Chapter 11: “Discovery,” pp. 381–401 Chapter 16 “Outdoors,” pp. 493–522, especially “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information

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B) Scientific Process		
Demonstrates curiosity about the natural environment.	Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522, especially “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
Explores and experiments with different materials, objects and situations.	Chapter 3: “Technology Tools,” p. 158, 160; “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 “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
Asks questions and proposes ways to answer them.	Chapter 3: “Science,” pp. 142–145; “Technology Tools,” p. 158, 160; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401	LANGUAGE DEVELOPMENT—Listening and Speaking 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding
Identifies problems and proposes ways to solve them.	Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems
Makes predictions and tests them.	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science” Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
Observes and discusses changes that occur in their world, e.g., plant growth, colors of foliage, stages of living things (caterpillar/butterfly), night and day, seasons, weather, a new building in the community.	Chapter 3: “Science,” pp. 142–145; “Physical Science,” pp. 142–143, 145; “People and the Environment,” p. 148, 151 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information

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Observes and describes the physical properties of objects.	Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
Observes, describes and investigates changes in materials and cause and effect relationships, ex., cooking eggs, melting ice, making playdough.	Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
Uses simple tools such as measuring devices to observe differences, similarities, and change.	Chapter 3: “Measurement,” pp. 137–138, 141; “Physical Science,” pp. 142–143, 145; “Technology Tools,” p. 158, 160 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469	COGNITIVE DEVELOPMENT—Logical Thinking 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
Develops growing abilities to collect, describe, and record information through a variety of means including observation, discussion, drawings, maps, and charts.	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Science,” pp. 142–145 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations LANGUAGE DEVELOPMENT—Listening and Speaking 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
Makes generalizations or conclusions based on experiences.	Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Integrating Learning Through Studies,” pp. 190–198	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

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SOCIAL STUDIES			
Families and Communities			
Demonstrates a beginning understanding family/non-family.	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 5: “Appreciating Family Differences,” pp. 212–213	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not	
Demonstrates a beginning understanding of the concept of generations.	Chapter 3: “People and the Past,” p. 149, 151	COGNITIVE DEVELOPMENT—Logical Thinking 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts	
Demonstrates a beginning understanding of past, present, and future.			
Understands and discusses why certain responsibilities are important (ex., cleaning up, caring for pets).	Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Mealtimes,” pp. 89–91, especially “Cleanup at Mealtimes,” pp. 90–91; “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252 Chapter 12: “Cleanup in the Sand and Water Area,” p. 420 Chapter 16: “Caring for Living Things,” pp. 500–501	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 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	
Demonstrates the knowledge and skills needed to perform particular jobs and tasks (ex., helps with making snacks, setting table)			
Notices and expresses interest in different careers and workers’ roles	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”	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 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	
Dramatizes the ways people work and various aspects of their jobs.			
Explores and discusses various ways people communicate, how they travel and how they live/work.			

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Identifies tools and technology used at home, school, and work.	Chapter 3: “Technology,” pp. 156–160, especially “Technology Tools,” p. 158, 160 Chapter 11: “Discovery,” pp. 381–401, especially “Take-Aparts and Safety,” p. 390 Chapter 14: “Cooking,” pp. 443–469, especially “Special Health and Safety Considerations in the Cooking Area,” pp. 450–452 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”	PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name
Demonstrates interest in simple maps and other visuals to describe geographic location, direction, distance, size, and shape.	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Spaces and Geography,” pp. 146–147, 150 Chapter 6: “Blocks,” pp. 243–269	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
Understands that there are other cultures with different languages foods, art, music, forms of shelter	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 3: “People and How They Live,” pp. 147–148, 150; “Spaces and Geography,” pp. 146–147, 150 Chapter 5: “Appreciating Family Differences,” pp. 212–213	There are no <i>Creative Curriculum[®]</i> objectives that align directly with this item.
Appreciates a language with the dress, holidays, and music of a country or region with a different language.	Chapter 9: “Holiday Art,” p. 348 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 14: “Cooking,” pp. 443–469 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”	
Identifies unique products of another culture such as toys, food, songs, currency, and crafts.		
Knows and discusses where some products come from.		
Understands the basic relationship of money to the purchase of food, shelter, goods, and services.	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”	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play

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Demonstrates awareness of the need to protect the natural environment.	Chapter 3: “People and the Environment,” p. 148, 151 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment