

Alignment of the *Maryland Pre-Kindergarten Voluntary State Curriculum* With the Content of *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, create a classroom community, 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 overall social/emotional, physical, cognitive, and language development. By discussing children's work and play in eleven Interest Areas—Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, Computers, and Outdoors—the Curriculum emphasizes that children can learn in many different settings and through diverse activities.

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 50 objectives spread over 10 goals and four developmental areas: Social/Emotional (sense of self, responsibility for self and others, prosocial behavior), Physical (gross motor, fine motor), Cognitive (learning and problem solving, logical thinking, representation and symbolic thinking), and Language (listening and speaking, reading and writing). Since children do not achieve an objective all at once, each is broken into three developmental steps to show the expected sequence. Each objective also has a Forerunner step (not shown in this document) to describe the progress of children who, in one or more areas of development, are not yet in the typical range. Together, these steps help teachers to determine each child's current development in relation to each objective, and to decide what specific support and kinds of experiences will enable each child to further develop and learn.

This document uses all of the Maryland Pre-Kindergarten standards available to date: Reading/English Language Arts, Mathematics, Science, and Social Studies. We will align our materials with additional Maryland standards as they become available.

All but a few of the existing Maryland standards can be aligned with at least one objective of the *Developmental Continuum* and at least one corresponding content area in *The Creative Curriculum*[®] for Preschool. We eventually expect to be able to align all of our objectives and all content areas of the *Creative Curriculum*[®] for Preschool with the Maryland standards. At present we have not yet aligned any of our *Developmental Continuum* objectives in the areas of fine motor or gross motor physical development, or in three highly specific areas of social/emotional and cognitive development (objectives 1, Shows ability to adjust to new situations; 24, Shows persistence in approaching tasks; and 36, Makes believe with objects.)

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References

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- Maryland State Department of Education. (2003). *Grade Pre-Kindergarten Voluntary State Curriculum* (Draft). Baltimore, MD: Author.
Retrieved June 15, 2004 from <http://mdk12.org/mspp/vsc/index.html>
- Teaching Strategies, Inc. (2001). *The Creative Curriculum*[®] developmental continuum for ages 3–5. Washington, DC: Author.

Maryland Voluntary State Curriculum— READING/ENGLISH LANGUAGE ARTS	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
1.0 General Reading Processes: Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.		
A. Phonemic Awareness		
1. Discriminate sounds and words a. Tell whether sounds are same or different b. Recognize that letters represent sounds c. Identify and repeat initial sounds in words d. Classify words by initial sounds 2. Discriminate and produce rhyming words and alliteration a. Repeat rhyming words b. Repeat phrases and sentences with alliteration c. Discriminate rhyming words from non-rhyming words 3. Blend sounds and syllables to form words a. Orally blend syllables into whole words, such as d-o-g=dog; m-e=me 4. Segment sounds in spoken words and sentences a. Clap words in a sentence b. Identify the initial sound in a word	Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Materials for Listening,” pp. 359; “Skills for Engaging With Books,” pp. 365–366	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
1.0 General Reading Processes: Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.		
B. Phonics		
1. Recognize that letters have corresponding sounds a. Recognize similarities and differences in letter shapes b. Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Library,” pp. 351–379, see especially “Skills for Engaging With Books,” pp. 365–366	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

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2. Decode words in grade level texts a. Identify and name some upper and lower case letters in words, especially those in the student’s own name	Chapter 3: “Letters and Words,” p. 129, 133	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 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
3. Read sight words a. Identify own first name in print	Chapter 3: “Letters and Words,” p. 129, 133	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
1.0 General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.		
C. Fluency		
Engage in imitative reading at an appropriate rate a. Listen to models of fluent reading b. Recite nursery rhymes, poems, and finger plays with expression	Chapter 10: “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
1.0 General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.		

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D. Vocabulary		
<p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <p>a. Acquire new vocabulary through listening to a variety of texts on a daily basis</p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p>c. Asks questions about unknown objects and words related to topics discussed</p> <p>d. Listen to and identify the meaning of content-specific vocabulary</p> <p>e. Identify some signs, labels, and environmental print</p> <p>f. Collect and play with favorite words</p>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Chapter 10: “How the Library Area Promotes Development: Language Development,” p. 351; “Connecting Play in the Library Area With Curriculum Objectives: Language Development,” pp. 352–353; “What Children Learn in the ___ Area: Literacy,” p. 362</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>42. Asks questions</p> <p>I. Asks simple questions</p> <p>II. Asks questions to further understanding</p> <p>III. Asks increasingly complex questions to further own understanding</p> <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>45. Demonstrates understanding of print concepts</p> <p>I. Knows that print carries the message</p> <p>II. Shows general knowledge of how print works</p> <p>III. Knows each spoken word can be written down and read</p> <p>47. Uses emerging reading skills to make meaning from print</p> <p>I. Uses illustrations to guess what the text says</p> <p>II. Makes judgments about words and text by noticing features (other than letters or words)</p> <p>III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print</p>
<p>2. Develop a conceptual understanding of new words</p> <p>a. Use words to describe size, color, and shape</p> <p>b. Name common objects shown in pictures</p> <p>3. Understand, acquire, and use new vocabulary</p> <p>a. Use illustrations to find meaning of unknown words</p> <p>b. Use newly learned vocabulary on multiple occasions to reinforce meaning</p>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Chapter 10: “Materials for Listening,” pp. 359; “Interacting With Children in the Library Area,” pp. 370–375</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development;” “What Children Learn in the ___ Area: Literacy”</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <p>I. Uses simple sentences (3–4 words) to express wants and needs</p> <p>II. Uses longer sentences (5–6 words) to communicate</p> <p>III. Uses more complex sentences to express ideas and feelings</p>
<p>1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).</p>		
E. General Reading Comprehension		

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<p>1. Demonstrate an understanding of concepts of print to determine how print is organized and read</p> <p>a. Understand that speech can be written and read b. Understand that print conveys meaning c. Demonstrate the proper use of a book d. Identify the title of a book e. Demonstrate that text is read from left to right and top to bottom f. Identify pictures, shapes, letters, and numerals</p>	<p>Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 (includes “Understanding the Function and Value of Print;” “Recognizing That Written Words are Symbols;” “Connecting Written Symbols With Sounds;” “Matching Words With the Printed Text,” “Recognizing Printed Words”); “Reading Books to Children,” p. 370–373</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>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>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</p>
<p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Make connections to the text using illustrations/photographs from prior knowledge b. Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic c. Help set a purpose for reading</p> <p>3. Use strategies to make meaning from text (during reading)</p> <p>a. Use illustrations to construct meaning b. Make and confirm predictions c. Connect events, characters, and actions in stories to specific life experiences</p>	<p>Chapter 3: “Knowledge of Print,” p. 128, 132; “Comprehension,” pp. 129–130, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 (includes “Understanding the Function and Value of Print;” “Recognizing That Written Words are Symbols;” “Connecting Written Symbols With Sounds;” “Matching Words With the Printed Text,” “Recognizing Printed Words”); “Interacting With Children in the Library Area,” pp. 370–375</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>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</p>
<p>4. Demonstrate understanding of text (after reading)</p> <p>a. Recall information from text b. Respond orally to questions c. Respond to text in a variety of ways</p> <ul style="list-style-type: none"> • Retell • Dramatize • Draw <p>d. Review the purpose for reading e. Retell a story as though reading a book</p>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>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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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.		
A. Comprehension of Informational Text		
1. Develop comprehension skills by reading a variety of informational texts a. Listen to nonfiction materials <ul style="list-style-type: none"> • Nonfiction trade books • Magazines • Multimedia resources b. Listen to and read functional documents by following simple oral or rebus directions <ul style="list-style-type: none"> • Recipes • Rules • Signs • Center activities • Labels c. Listen to and use personal interest materials, such as books and magazines	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Library,” pp. 351–379; see especially “What Children Learn in the Library Area: Literacy,” p. 362	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading <ul style="list-style-type: none"> I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader 48. Comprehends and interprets meaning from books and other texts <ul style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
2. Recognize and use text features to facilitate understanding of informational texts a. Recognize print features <ul style="list-style-type: none"> • Print size b. Recognize graphic aids <ul style="list-style-type: none"> • Photographs • Drawings • Maps • Graphs • Diagrams 	Chapter 3: “Knowledge of Print,” p. 128, 132; “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 10: “Library,” pp. 351–379 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts <ul style="list-style-type: none"> I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read 47. Uses emerging reading skills to make meaning from print <ul style="list-style-type: none"> I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print
3. Develop knowledge of organizational structure of informational text a. Recognize sequential order	Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 10: “Library,” pp. 351–379	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts <ul style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

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<p>4. Determine important ideas and messages in informational text</p> <p>a. Retell important facts from a text</p> <p>b. Identify how someone might use the text</p>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Chapter 10: “Library,” pp. 351–379; see especially “Materials for Story Retelling,” p. 358; “Reading Books to Children,” p. 370–373; “Retelling Stories With Children,” p. 373</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <p>I. Listens to stories being read</p> <p>II. Participates in story time interactively</p> <p>III. Chooses to read on own; seeks information in books; sees self as reader</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <p>I. Imitates act of reading in play</p> <p>II. Compares and predicts story events; acts out main events of a familiar story</p> <p>III. Retells a story including many details and draws connections between story events</p>
<p>3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.</p>		
<p>A. Comprehension of Literary Text</p>		
<p>1. Develop comprehension skills by listening to a variety of self-selected and assigned literary texts</p> <p>a. Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities</p> <p>b. Listen to and discuss a variety of different types of fictional literary text, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales</p>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Library,” pp. 351–379</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <p>I. Listens to stories being read</p> <p>II. Participates in story time interactively</p> <p>III. Chooses to read on own; seeks information in books; sees self as reader</p>
<p>2. Use text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how the title contributes to meaning</p> <p>b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning</p>	<p>Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133</p> <p>Chapter 10: “Library,” pp. 351–379; see especially “The Teacher’s Role: “Observing and Responding to Individual Children,” pp. 365–370</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>45. Demonstrates understanding of print concepts</p> <p>I. Knows that print carries the message</p> <p>II. Shows general knowledge of how print works</p> <p>III. Knows each spoken word can be written down and read</p> <p>47. Uses emerging reading skills to make meaning from print</p> <p>I. Uses illustrations to guess what the text says</p> <p>II. Makes judgments about words and text by noticing features (other than letters or words)</p> <p>III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print</p>
<p>3. Use elements of narrative texts to facilitate understanding</p> <p>a. Identify the beginning and end of a story</p> <p>b. Identify the characters of a story</p>	<p>Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Library,” pp. 351–379; see especially “The Teacher’s Role: “Observing and Responding to Individual Children,” pp. 365–370</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <p>I. Imitates act of reading in play</p> <p>II. Compares and predicts story events; acts out main events of a familiar story</p> <p>III. Retells a story including many details and draws connections between story events</p>

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<p>4. Use elements of poetry to facilitate understanding a. Identify rhyme, rhythm, and repetition in poems read to them</p>	<p>Chapter 3: “Phonological Awareness,” p. 128, 132; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379; see especially “The Teacher’s Role: “Observing and Responding to Individual Children,” pp. 365–370</p>	<p>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</p>
<p>5. Use elements of dramatic text to facilitate understanding a. Recognize that a play has characters, dialogue, scenery, and tells a story read to them</p> <p>6. Determine important ideas and messages in literary texts a. Retell the story by sequencing the main events b. Identify a personal connection to the text</p>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Library,” pp. 351–379</p>	<p>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</p>
<p>4.0 Writing: Students will compose effective expressive, informational, and persuasive writing.</p>		

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A. Writing		
1. Recognize that writing conveys meaning a. Write from left to right <ul style="list-style-type: none"> • Scribble • Scribble and/or picture • Spacing between words and/or thoughts b. Dictate words and phrases related to ideas or illustrations c. Use drawings to represent an idea or a story	Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374	COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking 37. Makes and interprets representations <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 LANGUAGE DEVELOPMENT—Reading and Writing 49. Understands the purpose of writing <ul style="list-style-type: none"> I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning
2. Use the writing process to... [There are no Pre-K standards here]		
3. Write to express personal ideas a. Use drawings, symbols, or letters b. Dictate words, phrases, and/or sentences 4. Write to inform a. Contribute to a shared writing about an experience or topic of interest b. Use drawings, letters, or symbols to inform	Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374	LANGUAGE DEVELOPMENT—Reading and Writing 50. Writes letters and words <ul style="list-style-type: none"> 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
5. Use language to persuade	Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”	LANGUAGE DEVELOPMENT—Reading and Writing 49. Understands the purpose of writing <ul style="list-style-type: none"> I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning
5.0 Controlling Language: Students will control language by applying the conventions of Standard English in speaking and writing.* <i>*Emphasis is on application of conventions rather than memorization of terms.</i>		

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A. Grammar		
1. Use grammar concepts and skills that strengthen oral language a. Use complete sentences to respond to questions	Section in all Interest Area chapters: “The Teacher’s Role: Interacting With Children in the ___ Area”	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 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details
B. Usage		
1. Comprehend and apply standard English in oral language a. Use sentences with subject/verb agreement b. Use correct verb tense	Section in all Interest Area chapters: “The Teacher’s Role: Interacting With Children in the ___ Area”	There are no <i>Creative Curriculum</i> objectives that align directly with this item.
C. Mechanics		
1. Explain the purpose of mechanics to make and clarify meaning	Chapter 3: “Letters and Words,” p. 129, 133	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
2. Comprehend basic punctuation and capitalization in written language a. Recognize that names begin with a capital letter b. Recognize that space is used to separate words		
6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.		
A. Listening		
1. Demonstrate active listening strategies a. Attend to the speaker	Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375	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 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps

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<p>2. Comprehend and analyze what is heard</p> <p>a. Determine a speaker’s general purpose</p> <p>b. Identify rhythms and patterns of language, including rhyme and repetition</p> <p>c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge</p> <p>d. Follow a set of two- or three-step directions</p> <p>e. Listen carefully to expand and enrich vocabulary</p>	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86</p> <p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Chapter 10: “Materials for Listening,” pp. 359; “Reading Books to Children,” p. 370–373</p> <p>Sections in all Interest Area chapters: “How ____ Promotes Development: Language Development;” “Connecting ____ With Curriculum Objectives: Language Development”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <p>I. Draws on everyday experiences and applies this knowledge to similar situations</p> <p>II. Applies new information or vocabulary to an activity or interaction</p> <p>III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p> <p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>38. Hears and discriminates the sounds of language</p> <p>I. Plays with words, sounds, and rhymes</p> <p>II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way</p> <p>III. Hears and repeats separate sounds in words; plays with sounds to create new words</p> <p>40. Understands and follows oral directions</p> <p>I. Follows one-step directions</p> <p>II. Follows two-step directions</p> <p>III. Follows directions with more than two steps</p>
<p>7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.</p>		
<p>A. Speaking</p>		
<p>1. Use organization and delivery strategies</p> <p>a. Speak clearly enough to be heard and understood in a variety of settings</p>	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <p>I. Uses simple sentences (3–4 words) to express wants and needs</p> <p>II. Uses longer sentences (5–6 words) to communicate</p> <p>III. Uses more complex sentences to express ideas and feelings</p>
<p>2. Make oral presentations</p> <p>a. Speak in a variety of situations to inform and/or relate experiences, such as retelling stories</p> <p>b. Use props in situations, such as show-and-tell</p>	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others’ comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>

Maryland Voluntary State Curriculum— MATHEMATICS	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
STANDARD 1.0 KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS – Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.		
A. Patterns and Functions		
1. [There is no #1.]		
2. Identify, copy, and extend non-numeric patterns a. Match patterns kinesthetically such as: clap/snap/clap... b. Recognize simple patterns c. Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern d. Continue a simple pattern e. Create a simple pattern of 2 different objects when given the rule f. Identify patterns in real-world situations	Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 6, “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315	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
B. Expressions, Equations, and Inequalities		
1. [There is no #1.]		
2. Identify inequalities a. Explore relationships by comparing groups of no more than 5 objects to determine more or less	Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 6, “Blocks,” pp. 243–269 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 COGNITIVE DEVELOPMENT—Logical Thinking 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

Maryland Voluntary State Curriculum— MATHEMATICS	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
STANDARD 2.0 KNOWLEDGE GEOMETRY – Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe, reason, or solve problems about shape, size, position, or motion of objects.		
A. Plane Geometric Figures		
1. Recognize and use the attributes of plane geometric figures a. Sort objects by one attribute such as: shape, color, and size b. Name the attributes of plane figures such as: shape, color, size c. Match triangles, circles, and squares d. Identify triangles, circles, and squares in the environment	Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141 Chapter 6, “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349	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. Solid Geometric Figures		
1. Recognize and use the attributes of solid geometric figures a. Sort objects by one attribute such as: size, shape, weight, length b. Find solid figures in the environment	Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141 Chapter 6, “Blocks,” pp. 243–269 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
C. [There is no C for Pre-K.]		
D. Transformations		
1. Begin to recognize a transformation a. Tell position by using words such as: over, under, above, on, next to, below, beside, behind b. Recognize a slide using concrete materials	Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141 Chapter 6, “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 16: “Open Spaces for Games, Building, and Pretend Play,” pp. 502–503; “Playground Structures,” pp. 505–508	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
STANDARD 3.0: KNOWLEDGE OF MEASUREMENT- Students will identify attributes, units, or systems of measurements or apply a variety of techniques, formulas, tools, or technology for determining measurements.		

Maryland Voluntary State Curriculum— MATHEMATICS	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
A. Measurement Scales		
1. Recognize and use measurement attributes a. Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder b. Compare and describe objects according to a single attribute	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	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
B. Measurement Tools		
1. Measure in non-standard units a. Measure length of objects b. Explore the capacity of containers c. Explore the weight of objects by using a two-pan balance	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	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
STANDARD 4.0: KNOWLEDGE OF STATISTICS – Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.		
A. Data Displays		
1. Explore and display data a. Explore data by answering a yes/no question b. Display data on real graphs c. Display data on picture graphs	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141	There are no <i>Creative Curriculum</i> objectives that align directly with this item.
B. Data Analysis		
1. Analyze data. a. Talk about data from real graphs to answer a question such as: Which category has the most?		
STANDARD 5.0: KNOWLEDGE OF PROBABILITY – Students will use experimental methods or theoretical reasoning to determine probabilities to make predictions or solve problems about events whose outcomes involve random variation.		
[There are no standards for Pre-K.]		

Maryland Voluntary State Curriculum— MATHEMATICS	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
Standard 6: Knowledge of Number Relationships or Computation – Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.		
A. Knowledge of Number		
1. Apply knowledge of whole numbers a. Build concept of number b. Show an understanding of quantity c. Construct relationships based on quantity d. Use classroom experiences to indicate same, more, or less e. Count and discuss quantity f. Use concrete materials to build sets 0 to 5 g. Match a numeral to a set 0 to 5 h. Count to 10 i. Use ordinal words to indicate position such as: first, next, last	Chapter 3: “Number Concepts,” pp. 134–135, 140; “Process Skills,” pp. 161–162 Chapter 6, “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 14: “Cooking,” pp. 443–469	COGNITIVE DEVELOPMENT—Logical Thinking 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
7.0 Processes of Mathematics – Students demonstrate the processes of mathematics by making connections and applying reasoning to solve and to communicate their findings		
A. Problem solving		
1. Apply a variety of concepts, processes, and skills to solve problems a. Identify the question in the problem b. Decide if enough information is present to solve the problem c. Make a plan to solve a problem d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation f. Identify alternative ways to solve a problem g. Show that a problem might have multiple solutions or no solution h. Extend the solution of a problem to a new problem situation	Chapter 3: “Process Skills,” pp. 161–162 Chapter 6, “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 15: “Computers,” pp. 471–491	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 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

Maryland Voluntary State Curriculum— MATHEMATICS	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
B. Reasoning		
1. Justify ideas or solutions with mathematical concepts or proofs a. Use inductive or deductive reasoning b. Make or test generalizations c. Support or refute mathematical statements or solutions d. Use methods of proof, i.e., direct, indirect, paragraph, or contradiction	Chapter 3: “Process Skills,” pp. 161–162 Chapter 6, “Blocks,” pp. 243–269 Chapter 12: “Sand and Water,” pp. 403–421 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”	There are no <i>Creative Curriculum</i> objectives that align directly with this item.
C. Communication		
1. Present mathematical ideas using words, symbols, visual displays, or technology a. Use multiple representations to express concepts or solutions b. Express mathematical ideas orally c. Explain mathematically ideas in written form d. Express solutions using concrete materials e. Express solutions using pictorial, tabular, graphical, or algebraic methods f. Explain solutions in written form g. Ask questions about mathematical ideas or problems h. Give or use feedback to revise mathematical thinking	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 6, “Blocks,” pp. 243–269 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”	COGNITIVE DEVELOPMENT—Logical Thinking 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 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 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details
D. Connections		
1. Relate or apply mathematics within the discipline, to other disciplines, and to life a. Identify mathematical concepts in relationship to other mathematical concepts b. Identify mathematical concepts in relationship to other disciplines c. Identify mathematical concepts in relationship to life d. Use the relationship among mathematical concepts to learn other mathematical concepts	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”	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

Maryland Voluntary State Curriculum— SCIENCE	<i>The Creative Curriculum[®] for Preschool</i>	<i>Creative Curriculum[®] Goals, Objectives, and Developmental Steps</i>
1.0 Skills and Processes – Students will demonstrate the thinking and acting inherent in the practice of science.		
A. Scientific Inquiry		
1. Seek information through observation and exploration. a. Use their senses to observe and gather information from scientifically accurate resources and investigations . b. Use descriptive language to discuss scientific information collected from resources and investigations. c. Use scientific information collected to assist in making further discoveries.	Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development;” “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
2. Explore materials and natural phenomena. a. Use their senses to observe and explore materials and natural phenomena. b. Ask questions about observations and explorations.	Chapter 3: “Science,” pp. 142–145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	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
3. Use observations to make predictions about what may occur. a. Recognize that information collected from observations and scientific investigations can be used to make a prediction.	Chapter 3: “Science,” pp. 142–145 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development;” “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
4. [THERE IS NO #4.]		
5. Follow safety rules when participating in an investigation or exploration. a. Observe, describe and use safe procedures for conducting investigations or explorations: <ul style="list-style-type: none"> • Wearing eye protection, plastic gloves, and smocks • Using science equipment and materials appropriately • Following oral directions • Using senses in appropriate and safe ways 	Chapter 3: “Science,” pp. 142–145 Chapter 2: “Solving Problems That Involve the Whole Class,” pp. 114–115 Chapter 11: “Discovery,” pp. 381–401; see especially “Take-Aparts,” p. 390	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 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps

Maryland Voluntary State Curriculum— SCIENCE	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
<p>6. Use numbers and units when counting or measuring objects.</p> <p>a. Use appropriate numbers when orally counting objects.</p> <p>b. Use appropriate non-standard units when measuring an object’s weight, length, and height.</p>	<p>Chapter 3: “Measurement,” pp. 137–138, 141</p> <p>Chapter 6, “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 14: “Cooking,” pp. 443–469</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p> <p>34. Uses numbers and counting</p> <p>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</p> <p>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)</p> <p>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>
<p>7. Use senses and simple tools/ equipment to gather data.</p> <p>a. Use simple tools, such as eyedroppers, balances, simple microscopes and other magnifiers to collect data.</p> <p>b. Describe data collected on charts, tables, and picture graphs.</p>	<p>Chapter 3: “Science,” pp. 142–145</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <p>I. Sorts objects by one property such as size, shape, color, or use</p> <p>II. Sorts a group of objects by one property and then by another</p> <p>III. Sorts objects into groups/subgroups and can state reason</p>
<p>8. Compare data using observations, charts, or graphs.</p> <p>a. Recognize likenesses and differences in data collected through observations and investigations.</p> <p>b. Recognize likenesses and differences in data displayed on charts or picture graphs.</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p>
<p>9. Communicate findings from observations and investigations.</p> <p>a. Use oral language and/or drawing to describe observations and results of investigations.</p>	<p>Chapter 3: “Science,” pp. 142–145</p> <p>Chapter 11: “How the Discovery Area Promotes Development: Language Development,” p. 382; “Connecting the Discovery Area With Curriculum Objectives: Language Development,” p. 383; “What Children Learn in the Discovery Area: Literacy,” p. 391</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <p>I. Uses simple sentences (3–4 words) to express wants and needs</p> <p>II. Uses longer sentences (5–6 words) to communicate</p> <p>III. Uses more complex sentences to express ideas and feelings</p>

Maryland Voluntary State Curriculum— SCIENCE	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
B. Critical Thinking		
<p>1. Identify similarities and differences among objects and materials.</p> <p>a. Use their senses to explore objects and materials.</p> <p>b. Recognize that objects and materials are alike in some ways and different in some ways.</p> <p>c. Describe orally the likenesses and differences among objects and materials.</p>	<p>Chapter 3: “Process Skills,” pp. 161–162 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development;” “What Children Learn in the ___ Area: Science”</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p>
<p>2. Group objects according to properties.</p> <p>a. Recognize the attributes and functions of objects.</p> <p>b. Use attributes and functions of objects to group those that are alike.</p> <p>c. Use attributes and functions of objects to classify those that are alike.</p>	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 6, “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development;” “What Children Learn in the ___ Area: Science”</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <p>I. Sorts objects by one property such as size, shape, color, or use</p> <p>II. Sorts a group of objects by one property and then by another</p> <p>III. Sorts objects into groups/subgroups and can state reason</p> <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>29. Arranges objects in a series</p> <p>I. Notices when one object in a series is out of place</p> <p>II. Figures out a logical order for a group of objects</p> <p>III. Through trial and error, arranges objects along a continuum according to two or more physical features</p>
<p>3. Identify patterns found in the natural environment.</p> <p>a. Use their senses to recognize and describe the repeated sequences found in nature, such as design (stripes on a zebra), sounds (tapping of a woodpecker), and events (day/night).</p>	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140; “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>30. Recognizes patterns and can repeat them</p> <p>I. Notices and recreates simple patterns with objects</p> <p>II. Extends patterns or creates simple patterns of own design</p> <p>III. Creates complex patterns of own design or by copying</p>
C. Applications of Science		
1. There is no step 1 for Pre-K.]		
<p>2. Use scientific knowledge to solve everyday, science-related problems.</p> <p>a. Use prior knowledge and investigations to solve a given problem, such as determining appropriate clothing based on weather observations.</p>	<p>Chapter 3: “Science,” pp. 142–145 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <p>I. Draws on everyday experiences and applies this knowledge to similar situations</p> <p>II. Applies new information or vocabulary to an activity or interaction</p> <p>III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>

Maryland Voluntary State Curriculum— SCIENCE	<i>The Creative Curriculum</i>[®] for <i>Preschool</i>	<i>Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps
D. Technology		
1. Identify models of real objects. a. Identify models of real objects, such as toy trucks, toy kitchen appliances, dolls, and stuffed animals. b. Match models of objects to the real object they represent.	Chapter 3: “Technology,” pp. 156–160 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”	There are no <i>Creative Curriculum</i> objectives that align directly with this item.
2. Identify tools used to observe and measure. a. Recognize and explore tools that are used to make observations, such as hand lenses, binoculars, simple microscopes, other magnifiers, and stethoscopes. b. Recognize and explore tools that are used to make measurements, such as rulers, tape measures, bathroom scales, balances, and measuring cups.	Chapter 3: “Technology,” pp. 156–160 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	There are no <i>Creative Curriculum</i> objectives that align directly with this item.
3. Construct objects with simple tools using a variety of materials. a. Demonstrate skills, such as cutting, pouring, and fastening necessary to make things. b. Describe orally objects they constructed.	Chapter 3: “Physical Science,” pp. 142–143, 145; “Technology,” pp. 156–160; “Process Skills,” pp. 161–162 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”	There are no <i>Creative Curriculum</i> objectives that align directly with this item.
E. History of Science		
1. Recognize that everyone can do science and invent things. a. Investigate and explore science concepts.	Chapter 3: “Science,” pp. 142–145 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
2.0 Earth/Space Science – Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.		
A. Materials and Processes That Shape A Planet		
1. Identify and describe Earth materials based on their physical properties. a. Observe and describe soils, rocks, and water by using their senses of sight and touch and magnifying instruments. b. Identify similarities and differences in the Earth materials they observed. c. Describe types of soil and various rocks using the physical properties of texture, size, and color.	Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421	There are no <i>Creative Curriculum</i> objectives that align directly with this item.

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B. Earth History [There are no standards here.]		
C. Plate Tectonics [There are no standards here.]		
D. Astronomy [There is no step 2 or 3 here.]		
4. Identify the celestial objects that are visible in the sky. a. Identify and describe the sun, moon, and stars.	Chapter 3: “Earth and the Environment,” pp. 144, 145	There are no <i>Creative Curriculum</i> objectives that align directly with this item.
E. Interactions of Hydrosphere and Atmosphere		
[There is no step 1 or 2 here.]		
3. Describe the weather using observations. a. Observe and describe the weather using their senses.	Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522	There are no <i>Creative Curriculum</i> objectives that align directly with this item.
4. Describe weather changes. a. Observe and compare weather changes from day to day using their senses. a. Observe and compare weather changes from month to month using their senses.	Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522	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—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
3.0 Life Science – The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.		
A. Cellular		
1. Recognize living and non-living things. a. Recognize and describe living things. b. Recognize and describe non-living things.	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522	There are no <i>Creative Curriculum</i> objectives that align directly with this item.

Maryland Voluntary State Curriculum— SCIENCE	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
B. Genetics		
1. Observe and describe familiar animals and their offspring. a. Observe and describe the similarities and differences among familiar animals and their offspring. b. Describe how offspring are like their parents.	Chapter 3: “Life Science,” pp. 143–144, 145	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—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
C. Evolution. [There are no standards here.]		
D. Biochemistry. [There are no standards here.]		
E. Ecology. [There are no standards here.]		
4.0 Chemistry – Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.		
A. Properties of Matter		
1. Use senses to identify the similar and different physical properties of familiar objects. a. Use their senses to identify similarities of objects, such as size, shape, color, texture, and weight. b. Use their senses to identify differences of objects, such as size, shape, color, texture, and weight.	Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522	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 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
B. Physical and/or Chemical Changes [There are no standards here.]		
C. Classification and Structure of Matter [There are no standards here.]		
5.0 Physics – Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur		

Maryland Voluntary State Curriculum— SCIENCE	<i>The Creative Curriculum</i> [®] for <i>Preschool</i>	<i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps
A. Mechanics		
1. Identify the different ways that objects move. a. Observe and describe various ways that objects move. <ul style="list-style-type: none"> • Straight • Round and round b. Identify and describe the change in direction of an object. <ul style="list-style-type: none"> • Back and forth • Zig Zag 	Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 6, “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
B. Thermodynamics		
1. Recognize that the sun warms the land, air, and water. a. Recognize and describe changes in temperature of the land, air, and water before and after the sun warms them.	Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522	There are no <i>Creative Curriculum</i> objectives that align directly with this item.
C. Electricity and Magnetism [There are no standards here.]		
D. Wave Interactions		
2. Recognize that different objects make different sounds. a. Identify sounds made by objects, such as drums, bells, rhythm sticks, and their voices.	Chapter 13: “Music and Movement,” pp. 423–441	There are no <i>Creative Curriculum</i> objectives that align directly with this item.
6.0 Environmental Science – Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.		
[There are no standards here.]		
A. Flow of Matter and Energy		
B. Interdependence of Organisms		
C. Natural Resources and Human Needs		
D. Environmental Issues		

Maryland Voluntary State Curriculum—SOCIAL STUDIES	<i>The Creative Curriculum</i> [®] for <i>Preschool</i>	<i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps
1.0 History (PreK-3 STANDARD) - Students will use historical thinking skills to understand how individuals and events have changed society over time.		
A. History		
1. Distinguish among past, present, and future time a. Describe the events of their day by using terms such as before, now, and later	Chapter 2: “The Daily Schedule,” pp. 92–97 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
2.0 GEOGRAPHY – (PreK-3 STANDARD) – Students will use geographic concepts and processes to understand location and its relationship to human activities.		
A. Geography		
1. Identify and use maps and globes a. Recognize that maps and globes help people to locate places	Chapter 3: “Spaces and Geography,” pp. 146–147, 150 Chapter 7: “Dramatic Play,” pp. 271–293	There are no Creative Curriculum objectives that align directly with this item. See <i>The Creative Curriculum</i> [®] for <i>Preschool</i> .
2. Recognize and describe places a. Describe that places have features that may be natural and/or human-made		
3. Identify the importance of transportation in their community a. Identify forms of transportation in their community		
3.0 (PreK-3 STANDARD) Economics - Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.		
A. Economics		
1. Identify that materials/resources are used to make products a. Recognize that workers do jobs in the home, school, and community b. Recognize that there are steps involved in making a product	Chapter 3: “Social Studies,” pp. 146–161; see especially “People and How They Live,” pp. 147–148, 150; Chapter 3: “Process Skills,” pp. 161–162 Chapter 7: “Dramatic Play,” pp. 271–293	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
[There are no steps 2, 3, or 4 here.]		

Maryland Voluntary State Curriculum—SOCIAL STUDIES	<i>The Creative Curriculum</i>[®] for <i>Preschool</i>	<i>Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps
<p>5. Explain how technology affects the way people live, work and play</p> <p>a. Identify examples of technology used in their daily lives such as telephone, microwave, television and computer</p>	<p>Chapter 3: “Technology,” pp. 156–160 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491</p>	<p>There are no Creative Curriculum objectives that align directly with this item. See <i>The Creative Curriculum</i>[®] for Preschool.</p>
<p>4.0 POLITICAL SCIENCE- (PreK-3 STANDARD) Political Science – Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.</p>		
<p>A. Political Science</p>		
<p>1. Identify the importance of rules</p> <p>a. Generate and follow classroom rules</p>	<p>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>8. Follows classroom routines</p> <p>I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting</p> <p>II. Understands and follows classroom procedures without prompting</p> <p>III. Follows and understands the purpose of classroom procedures</p> <p>9. Follows classroom rules</p> <p>I. Follows classroom rules with reminders</p> <p>II. Understands and follows classroom rules without reminders</p> <p>III. Follows and understands reasons for classroom rules</p>
<p>2. Identify symbols and practices associated with the United States of America</p> <p>a. Recognize symbols such as the American flag</p> <p>b. Recognize the practice of saying the Pledge of Allegiance</p>	<p>Not applicable.</p>	<p>Not covered in <i>The Creative Curriculum</i>[®] for Preschool.</p>
<p>3. Identify people important to the American political system</p> <p>a. Recognize important people, such as George Washington, Abraham Lincoln, and the current President of the United States</p>	<p>Not applicable.</p>	<p>Not covered in <i>The Creative Curriculum</i>[®] for Preschool.</p>

Maryland Voluntary State Curriculum—SOCIAL STUDIES	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
<p>4. Identify the roles and responsibilities of being a member of the family and school</p> <p>a. Identify roles of family members</p> <p>b. Identify student responsibilities in the classroom</p> <p>c. Identify the roles of members of the school, such as principal, teacher, and nurse</p>	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122 (“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; “Responding to Challenging Behavior,” pp. 116–122)</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>2. Demonstrates appropriate trust in adults</p> <p>I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy</p> <p>II. Regards parents and teachers as resources and positive role models</p> <p>III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers)</p>
<p>5.0 PEOPLES OF THE NATIONS AND WORLD –(PreK-3 STANDARD)- Students will understand how people in Maryland, the United States and around the world are alike and different.</p>		
<p>Peoples of the Nations and World</p>		
<p>1. Identify similarities and differences in people and families</p> <p>a. Recognize qualities, such as interests, skills, and experiences that make individuals and families unique</p> <p>b. Recognize ways that individuals and families are alike and different, yet form a community</p>	<p>Chapter 1: “Individual Differences,” pp. 27–41</p> <p>Chapter 5: “Appreciating Differences,” pp. 212–213</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>11. Recognizes the feelings of others and responds appropriately</p> <p>I. Is aware of other children’s feelings and often responds in a like manner</p> <p>II. Shows increasing awareness that people may have different feelings about the same situation</p> <p>III. Recognizes what another person might need or want</p>

Maryland Voluntary State Curriculum—SOCIAL STUDIES	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
<p>2. Identify how groups of people interact</p> <p>a. Identify and demonstrate appropriate social skills, such as listening to others, and taking turns that help people live, work, and play together at home and in school</p>	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122 (“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; “Responding to Challenging Behavior,” pp. 116–122)</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>3. Recognizes own feelings and manages them appropriately</p> <ul style="list-style-type: none"> I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings <p>4. Stands up for rights</p> <ul style="list-style-type: none"> I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <ul style="list-style-type: none"> I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living <p>7. Respects and cares for classroom environment and materials</p> <ul style="list-style-type: none"> I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <ul style="list-style-type: none"> I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child <p>12. Shares and respects the rights of others</p> <ul style="list-style-type: none"> I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn <p>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