

Alignment of the Massachusetts *Guidelines for Preschool Learning Experiences 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 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.

Two *Developmental Continuum* objectives could not be aligned with any of the Massachusetts Guidelines: 10. Plays well with other children, and 40. Understands and follows oral directions.

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References

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Massachusetts Department of Education, Office of School Readiness, Early Learning Services and Massachusetts Board of Education, Early Childhood Advisory Council (2003). *Guidelines for preschool learning experiences*. Malden, MA: Massachusetts Department of Education. Retrieved January 26, 2005 from http://www.doe.mass.edu/els/standards/ple_guidelines.pdf

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Massachusetts Guidelines for Preschool	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
ENGLISH/LANGUAGE ARTS		
LANGUAGE		
<p>1. Observe and use appropriate ways of interacting in a group (taking turns in talking; listening to peers; waiting until someone is finished; asking questions and waiting for an answer; gaining the floor in appropriate ways).</p> <p>2. Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.</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>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>42. Asks questions</p> <ul style="list-style-type: none"> I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding <p>43. Actively participates in conversations</p> <ul style="list-style-type: none"> I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
<p>3. Communicate personal experiences or interests.</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>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <ul style="list-style-type: none"> I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings <p>43. Actively participates in conversations</p> <ul style="list-style-type: none"> I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
<p>4. Engage in play experiences that involve naming and sorting common words into various classifications using general and specific language.</p>	<p>Chapter 1: “Language Development,” p. 22</p> <p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason <p>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>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <ul style="list-style-type: none"> 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

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5. Listen to and use formal and informal language.	Chapter 1: “Language Development,” p. 22 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	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
READING AND LITERATURE		
6. Listen to a wide variety of age appropriate literature read aloud.	Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Materials for Story Retelling,” p. 358; “Materials for Listening,” pp. 359; “Listening for Understanding,” p. 365; “Reading Books to Children,” pp. 370–373; “Listening to Tapes With Children,” p. 374	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
7. Develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.	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 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 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

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8. Listen to, identify, and manipulate language sounds to develop auditory discrimination and phonemic awareness.	Chapter 1: “Language Development,” p. 22 Chapter 3: “Phonological Awareness,” pp. 127–128, 132 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”	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
9. Link letters with sounds in play activities	Chapter 3: “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
10. Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book. 11. Listen to several books by the same author or using the same illustrator. 12. Listen to, recite, sing, and dramatize a variety of age-appropriate literature.	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: “Materials for Listening,” pp. 359; “What Children Learn in the Library Area: The Arts,” p. 364; “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373; “Listening to Tapes With Children,” p. 374; “Including All Children in the Library Area,” p. 375 Chapter 13: “What Children Learn From Music and Movement: Literacy,” p. 428	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
13. Relate themes and information in books to personal experiences.	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 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: “Materials for Listening,” pp. 359; “Selecting Materials for The Library Area,” pp. 355–360; “What Children Learn in the Library Area: The Arts,” p. 364; “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373; “Listening to Tapes With Children,” p. 374 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

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14. Recognize and supply rhythm and rhyme in poetry.	Chapter 10: “Selecting Materials for The Library Area,” pp. 355–360 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	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
15. Listen to, recognize, and use a broad vocabulary of sensory words.	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Process Skills,” pp. 161–162 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	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
COMPOSITION		
16. Use their own words or illustrations to describe their experiences, tell imaginative stories, or communicate information about a topic of interest.	Chapter 3: “Process Skills,” pp. 161–162 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	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 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
17. Add details or make changes to published or class-made stories.	Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375	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

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18. Use emergent writing skills to make letters in many settings and for many purposes.	Chapter 10: “Developmental Steps in Writing,” pp. 367–369	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>49. Understands the purpose of writing</p> <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 <p>50. Writes letters and words</p> <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
19. Arrange events in order when dictating a story.	Chapter 10: “Understanding How Stories Work,” p. 366; “Retelling Stories With Children,” p. 373	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
20. Generate questions and gather information to answer their questions in various ways.	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198	<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>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>41. Answers questions</p> <ul style="list-style-type: none"> I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details <p>42. Asks questions</p> <ul style="list-style-type: none"> I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding

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MATHEMATICS		
NUMBER SENSE		
1. Listen to and say the names of numbers in meaningful contexts.	Chapter 3: “Number Concepts,” pp. 134–135, 140 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
2. Connect many kinds/quantities of concrete objects and actions to numbers.	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”	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 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
3. Use positional language and ordinal numbers (first, second, third) in everyday activities.	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 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 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

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4. Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of).	Chapter 3: “Number Concepts,” pp. 134–135, 140 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 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 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
5. Observe and manipulate concrete examples of whole and half.	Chapter 3: “Number Concepts,” pp. 134–135, 140 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 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
6. Examine, manipulate, and identify familiar U.S. coins (penny, nickel, dime, quarter) in play activities.	Chapter 7: “Dramatic Play,” pp. 271–293	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.
PATTERNS & RELATIONS		
7. Explore and describe a wide variety of concrete objects by their attributes.	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	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 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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8. Sort, categorize, or classify objects by more than one attribute.	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 Sections in all Interest Area chapters: "How ____ Promotes Development: Cognitive Development;" "Connecting ____ With Curriculum Objectives: Cognitive Development" 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 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
9. Recognize, describe, reproduce, extend, create, and compare repeating patterns of concrete materials.	Chapter 3: "Patterns and Relationships," p. 136, 140 Section in all Interest Area chapters: "What Children Learn in the ____ Area: Mathematics"	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
SHAPES & SPATIAL SENSE		
10. Investigate and identify materials of various shapes, using appropriate language.	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
11. Explore and identify space, direction, movement, relative position, and size using body movement and concrete objects.	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 13: "Music and Movement," pp. 423–441	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
12. Listen to and use comparative words to describe the relationships of objects to one another.	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 12: "Sand and Water," pp. 403–421	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

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MEASUREMENT		
<p>13. Use estimation in meaningful ways and follow up by verifying the accuracy of estimations.</p> <p>14. Use nonstandard units to measure length, weight, and amount of content in familiar objects.</p>	<p>Chapter 3: “Measurement,” pp. 137–138, 141 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
DATA COLLECTION & ANALYSIS		
<p>15. Organize and draw conclusions from facts they have collected.</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198</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
SCIENCE AND TECHNOLOGY/ENGINEERING		
INQUIRY SKILLS		
<p>1. Ask and seek out answers to questions about objects and events with the assistance of interested adults.</p>	<p>Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162, especially Problem Solving, P. 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” Section in all Interest Area chapters: “Interacting With Children in the ___ Area” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information <p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>41. Answers questions</p> <ul style="list-style-type: none"> I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details <p>42. Asks questions</p> <ul style="list-style-type: none"> I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding

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2. Make predictions about changes in materials or objects based on past experience.	Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 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 Section in all Interest Area chapters: “Interacting With Children in the ___ Area” 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 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
3. Identify and use simple tools appropriately to extend observations.	Chapter 3: “Technology,” pp. 156–160 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”	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
4. Record observations and share ideas through simple forms of representation such as drawings.	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162, especially Communicating and Representing,” p. 162 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421	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
EARTH & SPACE SCIENCES		
5. Compare and contrast natural materials such as water, rocks, soil, and living organisms using descriptive language.	Chapter 3: “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Caring for Living Things,” pp. 500–501; “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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<p>6. Explore and discuss what air is or does (air takes up space inside bubbles and beach balls; air can move things; air can support things such as parachutes and kites).</p> <p>7. Identify the characteristics of local weather based on first-hand observations.</p> <p>8. Explore sunlight and shadows and describe the effects of the sun or sunlight.</p>	<p>Chapter 3: “Earth and the Environment,” pp. 144, 145</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 16: “What Children Learn Outdoors: Science,” p. 512; “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <p>I. Examines with attention to detail, noticing attributes of objects</p> <p>II. Notices and/or asks questions about similarities and differences</p> <p>III. Observes attentively and seeks relevant information</p>
<p>9. Observe and describe or represent scientific phenomena meaningful to children’s lives that have a repeating pattern (e.g., day and night).</p>	<p>Chapter 3: “Earth and the Environment,” pp. 144, 145</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <p>I. Examines with attention to detail, noticing attributes of objects</p> <p>II. Notices and/or asks questions about similarities and differences</p> <p>III. Observes attentively and seeks relevant information</p> <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>31. Shows awareness of time concepts and sequence</p> <p>I. Demonstrates understanding of the present and may refer to past and future</p> <p>II. Uses past and future tenses and time words appropriately</p> <p>III. Associates events with time-related concepts</p>
LIFE SCIENCES		
<p>10. Observe and identify the characteristics and needs of living things: humans, animals, and plants.</p> <p>11. Investigate, describe, and compare the characteristics that differentiate living from non-living things.</p> <p>12. Observe and describe plants, insects, and animals as they go through predictable life cycles.</p> <p>13. Observe and describe ways in which many plants and animals closely resemble their parents in observed appearance.</p>	<p>Chapter 3: “Life Science,” pp. 143–144, 145; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 16: “Caring for Living Things,” pp. 500–501; “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <p>I. Examines with attention to detail, noticing attributes of objects</p> <p>II. Notices and/or asks questions about similarities and differences</p> <p>III. Observes attentively and seeks relevant information</p>

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14. Describe or represent living things that inhabited the earth years ago, as children express interest.	Chapter 3: "Life Science," pp. 143–144, 145 Chapter 11: "Discovery," pp. 381–401	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
LIVING THINGS & THEIR ENVIRONMENT		
15. Use their senses of sight, hearing, touch, smell, and taste to explore their environment using sensory vocabulary.	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
16. Observe and describe seasonal changes in plants, animals and their personal lives.	Chapter 3: "Life Science," pp. 143–144, 145; "Process Skills," pp. 161–162 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 11: "Discovery," pp. 381–401 Chapter 16: "Caring for Living Things," pp. 500–501; "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 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
17. Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light.	Chapter 3: "Life Science," pp. 143–144, 145; "Process Skills," pp. 161–162 Chapter 4: "Integrating Learning Through Studies," pp. 190–198 Chapter 11: "Discovery," pp. 381–401 Chapter 16: "Caring for Living Things," pp. 500–501; "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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THE PHYSICAL SCIENCES		
18. Manipulate a wide variety of familiar and unfamiliar objects to observe, describe, and compare their properties using appropriate language.	Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 6: “Blocks,” pp. 243–269 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421	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
19. Explore, describe, and compare the properties of liquids and solids found in children’s daily environment.	Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 9: “Art,” pp. 317–349 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 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
20. Investigate and describe or demonstrate various ways that objects can move.	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, especially “Observing, Responding to, and Interacting With Children in the Discovery Area,” pp. 394–399 Chapter 13: “Music and Movement,” pp. 423–441 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 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems COGNITIVE DEVELOPMENT—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

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<p>21. Explore and describe various actions that can change an object’s motion such as pulling, pushing, twisting, rolling, and throwing.</p> <p>22. Experiment with a variety of objects to determine when the objects can stand and ways that objects can be balanced.</p>	<p>Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 6: “Blocks,” pp. 243–269 Chapter 11: “Discovery,” pp. 381–401, especially “Observing, Responding to, and Interacting With Children in the Discovery Area,” pp. 394–399 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>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</p> <p>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</p> <p>25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas</p>
TECHNOLOGY & ENGINEERING		
<p>23. Explore and describe a wide variety of natural and man-made materials through sensory experiences.</p>	<p>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 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information</p> <p>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</p>
<p>24. Demonstrate and explain the safe and proper use of tools and materials.</p>	<p>Chapter 3: “Technology,” pp. 156–160 Chapter 9: “Safety in the Woodworking Area,” pp. 341–342 Chapter 11: “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 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>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</p> <p>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</p>

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25. Explore and identify simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences.	Chapter 3: “Technology,” pp. 156–160 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Observing, Responding to, and Interacting With Children in the Discovery Area,” pp. 394–399 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”	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 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
26. Observe and describe ways that animals, birds, and insects use various parts of their bodies to accomplish certain tasks and compare them to ways people would accomplish a similar task.	Chapter 3: “Life Science,” pp. 143–144, 145; “Technology,” pp. 156–160; “People and How They Live,” pp. 147–148, 150 Chapter 11: “What Children Learn in the Discovery Area: Science,” pp. 392; “What Children Learn in the Discovery Area: Technology,” pp. 393; “Observing, Responding to, and Interacting With Children in the Discovery Area,” pp. 394–399	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
HISTORY AND SOCIAL SCIENCE		
1. Discuss and identify the order of daily routines.	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97	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 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

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2. Discuss and use vocabulary related to time in relevant activities.	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “Using a Calendar,” p. 85; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97	COGNITIVE DEVELOPMENT—Logical Thinking 31. Shows awareness of time concepts and sequence <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
3. Identify and describe cause and effect as they relate to personal experiences and age-appropriate stories.	Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108 Chapter 3: “Social Studies,” pp. 146–151 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately <ul style="list-style-type: none"> I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect <ul style="list-style-type: none"> I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 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
4. Engage in activities that build understanding of words for location and direction. 5. Construct and describe simple maps of their immediate neighborhood.	Chapter 3: “Spaces and Geography,” pp. 146–147, 150 Chapter 6: “Blocks,” pp. 243–269, especially “What Children Learn in the Block Area: Social Studies,” p. 254 Chapter 7: “What Children Learn in the Dramatic Play Area: Social Studies,” p. 281 Chapter 10: “What Children Learn in the Library Area: Social Studies,” p. 364 Chapter 11: “What Children Learn in the Discovery Area: Social Studies,” pp. 392–393 Chapter 16: “What Children Learn Outdoors: Social Studies,” p. 513	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space <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 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 representation

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6. Discuss examples of rules, fairness, personal responsibilities, and authority in their own experiences and in stories read to them.	Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 10: “What Children Learn in the Library Area: Social Studies,” p. 364	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 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
7. Talk about the qualities we value in a person’s character such as honesty, courage, courtesy, willingness to work hard, kindness, fairness, trustworthiness, self-discipline, loyalty, and personal responsibility.	Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Building a Relationship With Each Child,” pp. 103–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108	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 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
8. Discuss classroom responsibilities in daily activities.	Chapter 2: “Caring for the Classroom and Children’s Work,” pp. 73–75, especially “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 9: “Displaying and Storing Art Materials and Children’s Artwork,” pp. 332–333 Chapter 12: “Cleanup in the Sand and Water Area,” p. 420	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 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures

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<p>9. Discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults.</p> <p>10. Observe and discuss the various kinds of work people do outside and inside their homes.</p>	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293, especially “What Children Learn in the Dramatic Play Area: Social Studies,” p. 281</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 (family members, friends, staff) and those who may not (strangers)
<p>11. Observe, discuss, and dramatize basic economic concepts such as buying and selling, producing, and consuming.</p>	<p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play <p>36. Makes believe with objects</p> <ul style="list-style-type: none"> I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play
<p>12. Observe some U.S. national holidays and discuss how and why we celebrate them.</p> <p>13. Observe or listen to important American symbols including the American flag and its colors and shapes; the melody of the national anthem; the picture and name of the current President, and the words of the Pledge of Allegiance.</p>	<p>This content is not specifically covered by <i>The Creative Curriculum®</i> but could be included by program staff. For a brief discussion of related topics see Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151; Chapter 9: “Holiday Art,” p. 348</p>	<p>There are no <i>Creative Curriculum®</i> objectives that align directly with this item.</p>
HEALTH EDUCATION		
PHYSICAL DEVELOPMENT		
<p>1. Listen to and use appropriate language describing the names and functions of parts of the human body.</p>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Life Science,” pp. 143–144, 145</p>	<p>There are no <i>Creative Curriculum®</i> objectives that align directly with this item.</p>

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2. Build body awareness, strength, and coordination through locomotion activities.	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 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
3. Discuss various aids and accommodations used by people for the activities of daily life.	Chapter 1: “Children With Disabilities,” pp. 36–38 Chapter 2: “Adaptations for Children With Disabilities,” pp. 71–72 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 4: “Adapting Instruction to Include All Children,” pp. 179–183; “Teaching Children With Disabilities,” pp. 180–181 Chapter 9: “Including All Children in the Art Area,” p. 346 Chapter 10: “Including All Children in the Library Area,” and “Special Challenges in the Library Area,” pp. 374–375 Chapter 15: “Adapting the Computer Area for Children With Special Needs,” pp. 480–481; “Computer Assistive Devices,” p. 481 Chapter 16: “Adapting the Outdoors Area for Children With Special Needs,” p. 510 Illustrations of play areas adapted for children with physical disabilities: p. 72 (Blocks, Toys and Games); p. 289 (Dramatic Play); p. 505 (Outdoors)	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.

Massachusetts Guidelines for Preschool	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
4. Build awareness of directionality and position in space.	Chapter 1: "Physical Development," p. 20 Chapter 6: "Blocks," pp. 243–269 Chapter 13: "Music and Movement," pp. 423–441, especially "How Music and Movement Promote Development: Physical Development," p. 423, p. 425 Chapter 16: "Outdoors," pp. 493–522, especially "How Outdoor Play Promotes Development: Physical Development," pp. 493–494	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>32. Shows awareness of position in space</p> <ul style="list-style-type: none"> I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one's perspective
<p>5. Use both sides of the body to strengthen bilateral coordination.</p> <p>6. Alternate the left and right sides of the body and cross the midline of the body.</p>	Chapter 1: "Physical Development: Gross Motor," p. 20 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

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7. Build upper body strength and stability to gain controlled movement of shoulders.	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494	PHYSICAL DEVELOPMENT—Gross Motor 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
8. Strengthen hand grasp and flexibility.	Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 6: “How Block Play Promotes Physical Development: Fine Motor,” pp. 243–244 Chapter 7: “How Dramatic Play Promotes Physical Development: Fine Motor,” pp. 271–272 Chapter 8: “How Playing With Toys and Games Promotes Physical Development: Fine Motor,” pp. 295–296 Chapter 9: “How Art Promotes Physical Development: Fine Motor,” pp. 317–318 Chapter 10: “How the Library Area Promotes Physical Development: Fine Motor,” pp. 351–352 Chapter 11: “How the Discovery Area Promotes Physical Development: Fine Motor,” pp. 381–382 Chapter 12: “How Sand and Water Play Promote Physical Development: Fine Motor,” pp. 403–404 Chapter 14: “How Cooking Experiences Promote Physical Development: Fine Motor,” pp. 443–444 Chapter 15: “How Computer Play Promotes Physical Development: Fine Motor,” pp. 471–472	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
9. Use thumb/forefinger in pincer grasp.	Chapter 1: “Physical Development: Fine Motor,” p. 20 Chapter 8: “Toys and Games,” pp. 295–315	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

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10. Use a variety of tools and materials to build grasp-and-release skill.	Chapter 1: "Physical Development: Fine Motor," p. 20 Chapter 8: "Toys and Games," pp. 295–315 Chapter 9: "Art," pp. 317–349	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
11. Build finger dexterity.	Chapter 1: "Physical Development: Fine Motor," p. 20 Chapter 8: "Toys and Games," pp. 295–315 Chapter 9: "Stages in Painting, Drawing, and Using Other Art Materials," pp. 337–340 Chapter 10: "Developmental Steps in Writing," pp. 367–369	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
12. Use eye-hand coordination, visual perception and tracking, and visual motor skills in play activities.	Chapter 1: "Physical Development: Fine Motor," p. 20 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315 Chapter 9: "Art," pp. 317–349, especially "Stages in Painting, Drawing, and Using Other Art Materials," pp. 337–340 Chapter 10: "Developmental Steps in Writing," pp. 367–369	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
13. Discuss nutritious meals and snacks and the difference between junk food and healthy food.	Chapter 2: "Mealtimes," pp. 89–91 Chapter 14: "Cooking," pp. 443–469	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

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14. Practice personal hygiene and safety measures.	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Transition Times,” pp. 88–89 Chapter 11: “Take-Aparts and Safety,” p. 390 Chapter 14: “Health and Safety Considerations in the Cooking Area,” pp. 450–452 Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518	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
15. Discuss gender and growth in age appropriate ways.	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.
SOCIAL & EMOTIONAL HEALTH		
16. Recognize and describe or represent emotions such as happiness, surprise, anger, fear, sadness.	Foundation chapter: “Erikson: The Emotions and Learning,” pp. 3–4 Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Helping Children to Make Friends,” pp. 105–106, “Classroom Strategies That Support Friendships,” pp. 107–108, and “Teaching Social Problem-Solving Skills,” pp. 110–115 Chapter 7: “Dramatic Play,” pp. 271–293	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
17. Talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences.	Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115; “Coaching Children on How to Be Assertive,” p. 120; “Determining the Causes of Challenging Behavior,” pp. 120–121; “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 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 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

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18. Talk about how people can be helpful/hurtful to one another.	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Coaching Children on How to Be Assertive,” p. 120 Sections in all Interest Area chapters: “How ____ Promotes Development: Social/Emotional Development;” “Connecting ____ With Curriculum Objectives: Social/Emotional Development”	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 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise
19. Practice independence and self-help skills.	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Does The Classroom Convey the Positive Messages I Intend?” pp. 76–78; “Choice Time,” pp. 87–88; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122 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 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
20. Describe members of their family and discuss what parents do for their children to keep them safe and healthy.	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 5: “Getting to Know Families,” pp. 212–217; “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 (family members, friends, staff) and those who may not (strangers)

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SAFETY & HEALTH CARE		
<p>21. Discuss strategies to prevent injury and illness, control the spread of disease, and promote cleanliness.</p> <p>22. Talk about the common symptoms of illness and injury and what they should do when they hurt or don't feel well.</p> <p>23. Discuss tooth care and dental health including brushing, flossing, and healthy foods.</p>	<p>Chapter 2: "Transition Times," pp. 88–89; "Mealtimes," pp. 89–91 Chapter 3: "Life Science," pp. 143–144, 145</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures
<p>24. Discuss rules for safety in a variety of settings including fire safety, weapons safety, bus safety, seat belt use, playground safety, as well as safety at home and in the community.</p>	<p>Chapter 11: "Take-Aparts and Safety," p. 390 Chapter 14: "Special Health and Safety Considerations in the Cooking Area," pp. 450–452 Chapter 16: "Keeping Slides and Swings Safe," p. 507; "Encouraging Children to Explore and Take Risks Carefully," p. 517–518</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 (family members, friends, staff) and those who may not (strangers) <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>9. Follows classroom rules</p> <ul style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
<p>25. Talk and listen to stories about safe, unsafe, and inappropriate touch and ways to protect themselves.</p>	<p>This content is not specifically covered by <i>The Creative Curriculum®</i> but could be included by program staff.</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 (family members, friends, staff) and those who may not (strangers)

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<p>26. Talk about what to do when someone gets hurt and the rules for universal precautions (do not touch body fluids; wash hands after touching body fluids).</p>	<p>This content is not specifically covered by <i>The Creative Curriculum®</i> but could be included by program staff.</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 (family members, friends, staff) and those who may not (strangers) <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living <p>9. Follows classroom rules</p> <ul style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
<p>27. Identify and distinguish between substances that are safe to be taken by mouth.</p> <p>28. Describe the purpose of medicines and how they can be used or misused, and what to do in an emergency.</p>	<p>This content is not specifically covered by <i>The Creative Curriculum®</i> but could be included by program staff.</p>	<p>There are no <i>Creative Curriculum®</i> objectives that align directly with this item.</p>
<p>29. Talk about some basic ways they can keep their environment clean or take care of it.</p>	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Cleanup at Mealtimes,” pp. 90–91</p> <p>Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252</p> <p>Chapter 12: “Cleanup in the Sand and Water Area,” p. 420</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>7. Respects and cares for classroom environment and materials</p> <ul style="list-style-type: none"> I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures

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THE ARTS		
MOVEMENT & DANCE		
<ol style="list-style-type: none"> 1. Explore activities and vocabulary related to movement, balance, strength, and flexibility. 2. Respond to a variety of musical rhythms through body movement. 3. Participate in simple sequences of movements and dance to various kinds of music. 4. Express themselves freely through movement. 5. Use props to explore space and movement. 6. Act out ways that movement and dance can show feelings or convey meaning. 7. Develop audience skills by observing performances or artists at work in various aspects of the Arts. 	<p>Chapter 3: “Dance,” p. 152, 155; “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441</p>	<p>There are no <i>Creative Curriculum®</i> objectives that align directly with this item.</p>
MUSIC		
<ol style="list-style-type: none"> 8. Sing a variety of songs within children’s vocal range, independently and with others. 9. Sing expressively. 10. Sing songs with repetitive phrases and rhythmic patterns. 11. Listen to various kinds of instrumental music and explore a variety of melody and rhythmic instruments. 12. Play instruments using different beats, tempos, dynamics, and interpretation. 13. Listen to, imitate, and improvise sounds, patterns, or songs. 	<p>Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441</p>	<p>There are no <i>Creative Curriculum®</i> objectives that align directly with this item.</p>

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THEATRE ARTS		
14. Listen to storytellers and watch puppet shows.	Chapter 3: “Drama,” pp. 153–154, 155	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.
15. Use dramatic play, costumes, and props to pretend to be someone else. 16. Create characters through physical movement, gesture, sound, speech, and facial expressions. 17. Create scenarios, props, and settings for dramatizations and dramatic play.	Chapter 3: “Drama,” pp. 153–154, 155 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 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
VISUAL ARTS		
18. Explore a variety of age-appropriate materials and media to create two and three-dimensional artwork.	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”	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
19. Observe the safe and appropriate use and care of art materials.	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”	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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<p>20. Explore and experiment with wet and dry media in a variety of colors including black and white.</p> <p>21. Explore how color can convey mood and emotion.</p> <p>22. Explore various types of lines in artwork and in nature.</p> <p>23. Experiment with the use of texture in artwork.</p> <p>24. Use basic shapes and forms of different sizes to create artwork.</p> <p>25. Explore concepts of pattern and symmetry in the environment and artwork.</p> <p>26. Create artwork from memory or imagination.</p>	<p>Chapter 3: “Visual Arts,” p. 154, 155</p> <p>Chapter 9: “Art,” pp. 317–349</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p>	<p>There are no <i>Creative Curriculum®</i> objectives that align directly with this item.</p>
<p>27. Choose artwork for display in the classroom, school or community or for a personal book, class book or portfolio, and explain why they chose it.</p>	<p>Chapter 2: “Classroom Displays,” pp. 68–69</p> <p>Chapter 3: “Visual Arts,” p. 154, 155</p> <p>Chapter 9: “Art,” pp. 317–349, especially Chapter 9: “Talking With Children About Their Art,” pp. 342–344, “Interacting With Children in the Art Area,” pp. 341–346</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p>	<p>There are no <i>Creative Curriculum®</i> objectives that align directly with this item.</p>