

**Alignment of the NAEYC Early Childhood Program Standards and Accreditation Standards
(Standards 1, 2, 3, 4, 7, and 9: Relationships, Curriculum, Teaching, Assessment of Child Progress,
Families, and Physical Environment)**

With *The Creative Curriculum*® for Infants, Toddlers & Twos and Other Publications in *The Creative Curriculum*® System

The Creative Curriculum for Infants, Toddlers & Twos is a comprehensive curriculum that guides teachers in designing a program for infants, toddlers, and twos in which children develop warm, trusting relationships, learn important skills and content, and develop self-regulation and beginning social competence. *The Creative Curriculum* shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. Curriculum and assessment are linked by use of *The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum Assessment System*.

Because *The Creative Curriculum* system does not address NAEYC Standards 5, 6, 8, and 10 (Health, Teachers, Community Relationships, and Leadership and Management) they are not included in this alignment.

NAEYC Standard	Page
1. Relationships	2
2. Curriculum	5
3. Teaching	16
4. Assessment of Child Progress	23
7. Families	28
9. Physical Environment	30

Resources (* indicates Spanish availability)

• **Curriculum**

**The Creative Curriculum for Infants, Toddlers & Twos* (Spanish edition in press)

• **Assessment, Implementation, and Parent Information**

* *The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum Assessment System* —available in English and in Spanish as *The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum Assessment Toolkit* or as part of the Web-based subscription service CreativeCurriculum.net

* *Our Program for Infants, Toddlers & Twos: A Parent's Guide* (Spanish edition in press)

* *The Creative Curriculum*® *LearningGames*® *Birth–12 Months, 12–24 Months, and 24–36 Months* (Spanish edition available July 2008)

Using The Creative Curriculum® *LearningGames*® *With Families: A Teacher's Guide*

Primary References

Dodge, D. T., Rudick, S., & Berke, K. (2006). *The Creative Curriculum for Infants, Toddlers & Twos*. Washington, DC: Teaching Strategies, Inc.

National Association for the Education of Young Children. (2006). *NAEYC Early Childhood Program Standards and Accreditation Criteria*. Washington, DC: author.
Retrieved October 20, 2007 from <http://www.naeyc.org/academy/standards/>

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
PROGRAM STANDARD 1—RELATIONSHIPS			
1.A. Building Positive Relationships Among Teachers and Families			
1.A.01	U	Chapter 5, Building Partnerships With Families: “Welcoming Families to Your Program,” pp. 188–192, “Communicating With Families,” pp. 193–201 Section in all Routines Chapters (6–10): Letter to Families: “Sharing Thoughts About...” Section in all Experiences Chapters (11–18): Letter to Families: “Sharing Thoughts About...”	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Building Partnerships With Families,” pp. 117–143 “Sharing the Value of Routines With Families,” pp. 154–155 “Sharing the Value of Experiences With Families,” pp. 218–219 <i>Using the Creative Curriculum® Learning Games® With Families: A Teacher’s Guide</i> <i>The Creative Curriculum® Learning Games® Birth–12 Months, 12–24 Months, and 24–36 Months</i> <i>Our Program for Infants, Toddlers & Twos: A Parent’s Guide</i>
1.A.02	U	Chapter 5, Building Partnerships With Families: “Appreciating Differences Among Families,” pp. 185–186; “Understanding the Influence of Culture,” pp. 186–187	
1.A.03	U	Chapter 5, Building Partnerships With Families: “Building Trust Through Daily Interactions,” pp. 193–194; “Making the Most of Daily Exchanges,” pp. 195–196; “Communicating in More Formal Ways,” pp. 197–198 Section in all Routines Chapters (6–10): Letter to Families: “Sharing Thoughts About...” Section in all Experiences Chapters (11–18): Letter to Families: “Sharing Thoughts About...”	
1.A.04	U	Chapter 5, Building Partnerships With Families: “Conflicting Feelings About Sharing Care,” p. 183; “Wanting to Be a Part of Their Child’s Day,” p. 184 Section in all Routines Chapters (6–10): Letter to Families: “Sharing Thoughts About...” Section in all Experiences Chapters (11–18): Letter to Families: “Sharing Thoughts About...”	
1.A.05	U	Chapter 5, Building Partnerships With Families: “Holding Conferences With Families,” pp. 198–200; “Resolving Differences: A Partnership Approach,” pp. 206–208; “Working Through Conflicts,” pp. 209–213	
1.B. Building Positive Relationships Between Teachers and Children			
1.B.01	U	Chapter 4, Caring and Teaching: “Building Relationships,” pp. 138–145; “Strategies for Building Trusting Relationships,” pp. 138–140	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Knowing Infants, Toddlers, and Twos,” pp. 15–39 “Connecting Content With Routines and Experiences,” pp. 78–79 “Caring and Teaching,” pp. 81–115, especially “Building a Relationship With Each Child,” pp. 86–91; “Using Positive Guidance Strategies,” pp. 94–99; “Guiding Children’s Learning: Talking With Infants, Toddlers, and Twos,” pp. 100–101 Workshops on Routines, pp. 145–205 Workshops on Experiences, pp. 208–203
1.B.02	U	Chapter 4, Caring and Teaching: “Building Relationships,” pp. 138–145; “Strategies for Building Trusting Relationships,” pp. 138–140	
1.B.03	U	Chapter 4, Caring and Teaching: “Building Relationships,” pp. 138–145; “Promoting Children’s Self-Regulation,” pp. 146–152	
1.B.04	U	Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167	
1.B.05	U	Chapter 4, Caring and Teaching: “Promoting Children’s Self-Regulation,” pp. 146–152 Chapter 6, Hellos and Good-Byes: pp. 221–231 Chapter 9, Sleeping and Nap Time: pp. 263–275	
1.B.06	U	Chapter 4, Caring and Teaching: “Promoting Children’s Self-Regulation,” pp. 146–152; “Using Positive Guidance Strategies,” pp. 149–152; “Responding to Challenging Behaviors,” pp. 153–159	
1.B.07	U	Chapter 1, Knowing Infants, Toddlers, and Twos: “Social/Emotional Development,” pp. 22–26; “Individual Differences,” pp. 35–43	
1.B.08	U	Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167; “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164	
1.B.09	U	Chapter 4, Caring and Teaching: “Using Positive Guidance Strategies,” pp. 149–152	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
1.B.10	U	Chapter 4, Caring and Teaching: “Using Positive Guidance Strategies,” pp. 149–152 Chapter 8, Eating and Mealtimes: “Avoid Struggling Over Food,” p. 252	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i>
1.B.11	I	Chapter 4, Caring and Teaching: “Strategies for Building Trusting Relationships,” pp. 138–140	“Knowing Infants, Toddlers, and Twos,” pp. 15–39 “Connecting Content With Routines and Experiences,” pp. 78–79
1.B.12		Chapter 2, Creating a Responsive Environment: “Individualizing the Schedule for Infants,” pp. 88–91 Sections “What Children Need” in all Routines Chapters (6–10: “Hellos and Good-Byes,” pp. 221–231; “Diapering and Toileting,” pp. 233–245; “Eating and Mealtimes,” pp. 247–261; “Sleeping and Nap Time,” pp. 263–275; “Getting Dressed,” pp. 277–287)	“Caring and Teaching,” pp. 81–115, especially “Building a Relationship With Each Child,” pp. 86–91; “Using Positive Guidance Strategies,” pp. 94–99; “Guiding Children’s Learning: Talking With Infants, Toddlers, and Twos,” pp. 100–101
1.B.13	I-T	Chapter 2, Creating a Responsive Environment: “Using Observations to Respond to and Plan for Each Child,” p. 95 Chapter 4, Caring and Teaching: “Strategies for Building Trusting Relationships,” pp. 138–140	Workshops on Routines, pp. 145–205 Workshops on Experiences, pp. 208–203
1.B.14	I-T	Chapter 2, Creating a Responsive Environment: “Using Observations to Respond to and Plan for Each Child,” p. 95 Chapter 4, Caring and Teaching: “Strategies for Building Trusting Relationships,” pp. 138–140	
1.B.15	T-P-K	Chapter 4, Caring and Teaching: “Talking With Infants, Toddlers, and Twos,” p. 163	
1.C. Helping Children Make Friends			
1.C.01	I	Chapter 1, Knowing Infants, Toddlers, and Twos: “Social/Emotional Development: Young Infants,” pp. 23–24; “Social/Emotional Development: Mobile Infants,” p. 24 Chapter 4, Caring and Teaching: “Helping Children Get Along With Others,” pp. 140–142	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i>
1.C.02	T-P-K	Chapter 4, Caring and Teaching: “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144; “Helping Children Transition to a New Group or Preschool,” pp. 144–145	“Knowing Infants, Toddlers, and Twos,” pp. 15–39 “Caring and Teaching,” pp. 81–115: “Helping Children Get Along With Others,” pp. 92–93; “Using Positive Guidance Strategies,” pp. 94–99
1.C.03	T-P-K	Chapter 4, Caring and Teaching: “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144; “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164	<i>Our Program for Infants, Toddlers & Twos: A Parent’s Guide</i>
1.C.04	T-P-K	Chapter 4, Caring and Teaching: “Helping Children Get Along With Others,” pp. 140–142; “Promoting Children’s Self-Regulation,” pp. 146–152; “Using Positive Guidance Strategies,” pp. 149–152; “Responding to Challenging Behaviors,” pp. 153–159; “Physical Aggression,” pp. 153–154; “Temper Tantrums,” pp. 154–155; “Biting,” pp. 155–159	
1.C.05	T-P-K	Chapter 4, Caring and Teaching: “Helping Children Get Along With Others,” pp. 140–142; “Promoting Children’s Self-Regulation,” pp. 146–152; “Using Positive Guidance Strategies,” pp. 149–152; “Responding to Challenging Behaviors,” pp. 153–159; “Physical Aggression,” pp. 153–154; “Temper Tantrums,” pp. 154–155; “Biting,” pp. 155–159	
1.C.06	T-P-K	Chapter 4, Caring and Teaching: “Helping Children Get Along With Others,” pp. 140–142; “Using Positive Guidance Strategies,” pp. 149–152; “Responding to Challenging Behaviors,” pp. 153–159; “Physical Aggression,” pp. 153–154; “Temper Tantrums,” pp. 154–155; “Biting,” pp. 155–159	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
1.D. Creating a Predictable, Consistent, and Harmonious Classroom			
1.D.01	U	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Individual Differences,” pp. 35–43</p> <p>Chapter 2, Creating a Responsive Environment: “Choose Materials That Honor Diversity,” p. 74</p> <p>Chapter 4, Caring and Teaching: “Including All Children,” pp. 165–167</p> <p>Chapter 5, Building Partnerships With Families: “Appreciating Differences Among Families,” pp. 185–186; “Understanding the Influence of Culture,” pp. 186–187; “Creating a Welcoming Environment,” pp. 188–189</p>	<p><i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i></p> <p>“Creating a Responsive Environment,” pp. 41–63, especially “Selecting and Displaying Materials,” pp. 46–47; “Messages Conveyed by the Environment,” pp. 50–51; “Creating a Schedule,” pp. 52–57; “Responsive Planning,” pp. 58–63</p> <p>“What Children are Learning,” pp. 65–79</p> <p>“Getting to Know Families: Appreciating Differences,” pp. 124–125</p>
1.D.02	T-P-K	Chapter 4, Caring and Teaching: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142	
1.D.03	T-P-K	Chapter 2, Creating a Responsive Environment: “Sending Positive Messages,” pp. 83–85; “Creating a Structure for Each Day,” pp. 86–104; “Responsive Planning,” pp. 95–104; “Using Observations to Respond to and Plan for Each Child,” p. 95	
1.D.04	T-P-K	Chapter 1, Knowing Infants, Toddlers, and Twos: “Social/Emotional Development: Toddlers,” p. 25; “Social/Emotional Development: Twos,” p. 25; “Promoting the Self-Regulation of Toddlers and Twos,” pp. 147–149	
1.D.05	T-P-K	Chapter 4, Caring and Teaching: “Helping Children Get Along With Others,” pp. 140–142	
1.E. Addressing Challenging Behaviors			
1.E.01	T-P-K	Chapter 5, Building Partnerships With Families: “Holding Conferences With Families,” pp. 198–200; “Responding to Challenging Situations,” pp. 206–216; “Supporting Families Who Are Under Stress,” pp. 213–214; “Supporting the Families of Children With Disabilities,” pp. 215–216	<p><i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i></p> <p>“Using Positive Guidance Strategies,” pp. 94–99</p> <p>“Challenging Behaviors,” pp. 102–107</p> <p>“Resolving Differences: A Partnership Approach,” pp. 140–141</p> <p>“Sharing the Care: Working Through Conflicts With Families,” pp. 142–143</p> <p><i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum Assessment System</i></p>
1.E.02	T-P-K	Chapter 2, Creating a Responsive Environment: “Using Observations to Respond to and Plan for Each Child,” p. 95	
1.E.03	T-P-K	Chapter 2, Creating a Responsive Environment: “Using Observations to Respond to and Plan for Each Child,” p. 95	
1.E.04	T-P-K	Chapter 4, Caring and Teaching: “Promoting Children’s Self-Regulation,” pp. 146–152; “Promoting the Self-Regulation of Toddlers and Twos,” pp. 147–149; “Using Positive Guidance Strategies,” pp. 149–152	
1.E.04	T-P-K	Chapter 4, Caring and Teaching: “Promoting Children’s Self-Regulation,” pp. 146–152; “Promoting the Self-Regulation of Toddlers and Twos,” pp. 147–149; “Using Positive Guidance Strategies,” pp. 149–152	

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1.F. Promoting Self-Regulation			
1.F.01	T-P-K	Chapter 4, Caring and Teaching: “Promoting Children’s Self-Regulation,” pp. 146–152; “Promoting the Self-Regulation of Toddlers and Twos,” pp. 147–149; “Using Positive Guidance Strategies,” pp. 149–152	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Using Positive Guidance Strategies,” pp. 94–99 “Challenging Behaviors,” pp. 102–107
1.F.02	T-P-K	Chapter 4, Caring and Teaching: “Helping Children Get Along With Others,” pp. 140–142; “Promoting Children’s Self-Regulation,” pp. 146–152; “Promoting the Self-Regulation of Toddlers and Twos,” pp. 147–149; “Using Positive Guidance Strategies,” pp. 149–152	
PROGRAM STANDARD 2—CURRICULUM			
2.A. Curriculum: Essential Characteristics			
2.A.01	U	The Foundation: “Theory and Research,” pp. 1–17 Chapter 1, Knowing Infants, Toddlers, and Twos: “The Five Components,” p. 19; “Knowing Infants, Toddlers, and Twos,” pp. 21–61	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Setting the Stage,” pp. 1–13 “The Goals and Objectives of <i>The Creative Curriculum® for Infants, Toddlers & Twos</i> ,” pp. 34–35 “Looking at Development on a Continuum,” pp. 36–39 “Assessing Children’s Development and Learning: An Overview,” pp. 108–115 “Building Partnerships With Families,” pp. 117–143 Workshops on Experiences: “Introduction to Routines,” pp. 147–157; “Hellos and Good-Byes,” pp. 159–165; “Diapering and Toileting,” pp. 167–173; “Eating and Mealtimes,” pp. 175–183; “Sleeping and Nap Time,” pp. 185–195; “Getting Dressed,” pp. 197–205 Workshops on Experiences: “Introduction to Experiences,” pp. 209–219; Chapter 11: “Playing With Toys,” pp. 221–225; Chapter 12: “Imitating and Pretending,” pp. 227–231; Chapter 13: “Enjoying Stories and Books,” pp. 233–239; Chapter 14: “Connecting With Music and Movement,” pp. 241–247; Chapter 15: “Creating With Art,” pp. 249–259; Chapter 16: “Tasting and Preparing Food,” pp. 261–267; Chapter 17: “Exploring Sand and Water,” pp. 269–275; Chapter 18: “Going Outdoors,” pp. 277–283 <i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum Assessment System Teacher’s Guide</i>
2.A.02	U	The Foundation: “Theory and Research,” pp. 1–17 Chapter 1, Knowing Infants, Toddlers, and Twos: “The Five Components,” p. 19; “Individual Differences,” pp. 35–43; “Appreciating Individual Differences While Using the <i>Developmental Continuum</i> ,” pp. 58–59	
2.A.03	U	Chapter 1, Knowing Infants, Toddlers, and Twos: “How to Read the Developmental Continuum,” pp. 45–46; “The Value of Looking at Goals and Objectives on a Continuum,” p. 46 Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167	
2.A.04	U	Chapter 1, Knowing Infants, Toddlers, and Twos: “Life Circumstances That May Affect Children’s Development and Learning,” p. 38; “Dual Language Learners,” pp. 39–40 Chapter 2, Creating a Responsive Environment: “Choose Materials That Honor Diversity,” p. 74 Chapter 5, Building Partnerships With Families: “Appreciating Differences Among Families,” pp. 185–186; “Understanding the Influence of Culture,” pp. 186–187	
2.A.05	U	Chapter 1, Knowing Infants, Toddlers, and Twos: “How to Read the Developmental Continuum,” pp. 45–46; “The Value of Looking at Goals and Objectives on a Continuum,” p. 46 Chapter 4, Caring and Teaching: “Assessing Children’s Development and Learning,” pp. 168–178	
2.A.06	U	Chapter 1, Knowing Infants, Toddlers, and Twos: “The Value of Looking at Goals and Objectives on a Continuum,” p. 46; “Appreciating Individual Differences While Using the <i>Developmental Continuum</i> ,” pp. 58–59 Chapter 4, Caring and Teaching: “Assessing Children’s Development and Learning,” pp. 168–178; “Using What You Have Learned to Plan,” pp. 177–178	

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2.A.07	U	<p>Chapter 2, Creating a Responsive Environment: “Creating a Structure for Each Day,” pp. 86–104: “Planning a Daily Schedule,” pp. 86–87; “Characteristics of an Appropriate Schedule,” p. 87; “Individualizing the Schedule for Infants,” pp. 88–91; “Schedules for Toddlers and Twos,” pp. 91, 94; “Daily Schedule,” pp. 92–93; “Planning for Transitions,” pp. 94–95</p> <p>Chapter 5, Building Partnerships With Families: “Developing an <i>Individual Care Plan</i> for Each Child,” p. 191</p> <p>Chapter 9, Sleeping and Nap Time: “Responding to What Children Need [During Sleeping and Nap Times],” pp. 270–273</p> <p>Chapter 18, Going Outdoors: pp. 403–421</p>	<p><i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i></p> <p>“Setting the Stage,” pp. 1–13</p> <p>“The Goals and Objectives of <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>,” pp. 34–35</p> <p>“Looking at Development on a Continuum,” pp. 36–39</p> <p>“Assessing Children’s Development and Learning: An Overview,” pp. 108–115</p> <p>“Building Partnerships With Families,” pp. 117–143</p> <p>Workshops on Experiences: “Introduction to Routines,” pp. 147–157; “Hellos and Good-Byes,” pp. 159–165; “Diapering and Toileting,” pp. 167–173; “Eating and Mealtimes,” pp. 175–183; “Sleeping and Nap Time,” pp. 185–195; “Getting Dressed,” pp. 197–205</p> <p>Workshops on Experiences: “Introduction to Experiences,” pp. 209–219; Chapter 11: “Playing With Toys,” pp. 221–225; Chapter 12: “Imitating and Pretending,” pp. 227–231; Chapter 13: “Enjoying Stories and Books,” pp. 233–239; Chapter 14: “Connecting With Music and Movement,” pp. 241–247; Chapter 15: “Creating With Art,” pp. 249–259; Chapter 16: “Tasting and Preparing Food,” pp. 261–267; Chapter 17: “Exploring Sand and Water,” pp. 269–275; Chapter 18: “Going Outdoors,” pp. 277–283</p>
2.A.08	U	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Individual Differences,” pp. 35–43; “Life Circumstances That May Affect Children’s Development and Learning,” p. 38; “Dual Language Learners,” pp. 39–40; “Disabilities,” pp. 41–43</p> <p>Chapter 2, Creating a Responsive Environment: “Selecting Materials,” pp. 74–75; “Displaying Materials,” p. 76; “Special Considerations in Setting Up the Physical Environment,” pp. 77–83; “Keeping Children Safe and Healthy,” pp. 77–79; “Adapting the Environment for Children With Disabilities,” pp. 81–83</p> <p>Sections in all Experiences Chapters (11–18): “Selecting Materials for Different Ages”</p>	<p><i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum Assessment System Teacher’s Guide</i></p>
2.A.09	I-T	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Individual Differences,” pp. 35–43; “Life Circumstances That May Affect Children’s Development and Learning,” p. 38; “Dual Language Learners,” pp. 39–40; “Disabilities,” pp. 41–43</p> <p>Sections in all Experiences Chapters (11–18): “Selecting Materials for Different Ages”</p>	
2.A.10	T-P-K	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Social/Emotional Development,” pp. 22–26; “Physical Development,” pp. 26–28; “Cognitive Development,” pp. 29–31; “Language Development,” pp. 32–34</p> <p>Chapter 3, What Children Are Learning: “What Children Are Learning,” pp. 107–135: “The Foundation for All Learning,” pp. 108–109; “Building Language and Literacy Skills,” pp. 110–121; “Discovering Mathematical Relationships,” pp. 122–127; “Exploring Like Scientists,” pp. 129–135</p> <p>Sections in all Routines Chapters (6–10): “Responding to What Children Need”</p> <p>Sections in all Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Self and Others;” “Supporting Development and Learning: Learning About Moving and Doing;” “Supporting Development and Learning: Learning About the World;” “Supporting Development and Learning: Learning About Communicating;” “Creating an Environment for ...”</p>	
2.A.11	T-P-K	<p>Chapter 2, Creating a Responsive Environment: “Creating a Structure for Each Day,” pp. 86–104: “Characteristics of an Appropriate Schedule,” p. 87; “Schedules for Toddlers and Twos,” pp. 91, 94</p> <p>Chapter 5, Building Partnerships With Families: “Developing an <i>Individual Care Plan</i> for Each Child,” p. 191</p> <p>Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”</p>	
2.A.12	P-K	This criterion does not apply to the age group of <i>The Creative Curriculum for Infants, Toddlers & Twos</i> .	

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2.B. Areas of Development: Social-Emotional Development			
2.B.01	U	Chapter 1, Knowing Infants, Toddlers, and Twos: “Social/Emotional Development,” pp. 22–26 Chapter 4, Caring and Teaching: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Caring and Teaching,” “Building a Relationship With Each Child,” pp. 86–91; “Helping Children Get Along With Others,” pp. 92–93; “Using Positive Guidance Strategies,” pp. 94–99
2.B.02	U	Chapter 4, Caring and Teaching: “Promoting Children’s Self-Regulation,” pp. 146–152	
2.B.03	U	Chapter 4, Caring and Teaching: “Setting the Foundation for Young Infants’ Self-Regulation,” p. 146; “Helping Mobile Infants Begin to Control Their Behavior,” p. 147; “Promoting the Self-Regulation of Toddlers and Twos,” pp. 147–149; “Using Positive Guidance Strategies,” pp. 149–152 Chapter 6, Hellos and Good-Byes: “Supporting Children Emotionally Throughout the Day,” p. 227 Sections in all Routines Chapters (6–10): “Responding to What Children Need”	
2.B.04	U	Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167; “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164; “Including All Children,” pp. 165–167	
2.B.05	T-P-K	Chapter 1, Knowing Infants, Toddlers, and Twos: “Social/Emotional Development,” pp. 22–26 Chapter 4, Caring and Teaching: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142	
2.B.06	T-P-K	Chapter 1, Knowing Infants, Toddlers, and Twos: “Social/Emotional Development,” pp. 22–26 Chapter 4, Caring and Teaching: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142	
2.B.07	T-P-K	Chapter 4, Caring and Teaching: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142 “Promoting Children’s Self-Regulation,” pp. 146–152	

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2.C. Areas of Development: Physical Development			
2.C.01	I-T	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Physical Development,” pp. 26–28</p> <p>Chapter 2, Creating a Responsive Environment: “Creating Places for Routines and Experiences,” pp. 65–67; “Designing Spaces for Each Age Group,” pp. 67–73</p> <p>Sections in Routines Chapters: “Supporting Development and Learning: Learning About Moving and Doing”</p> <p>Sections in Experiences Chapters: “Supporting Development and Learning: Learning About Moving and Doing”</p>	<p><i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i></p> <p>Workshops on Experiences: “Introduction to Routines,” pp. 147–157; “Hellos and Good-Byes,” pp. 159–165; “Diapering and Toileting,” pp. 167–173; “Eating and Mealtimes,” pp. 175–183; “Sleeping and Nap Time,” pp. 185–195; “Getting Dressed,” pp. 197–205</p>
2.C.02	I-T	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Physical Development,” pp. 26–28</p> <p>Chapter 2, Creating a Responsive Environment: “Creating Places for Routines and Experiences,” pp. 65–67; “Designing Spaces for Each Age Group,” pp. 67–73</p> <p>Sections in Routines Chapters: “Supporting Development and Learning: Learning About Moving”</p> <p>Sections in Experiences Chapters: “Supporting Development and Learning: Learning About Moving and Doing”</p>	<p>Part 3: Workshops on Experiences: “Introduction to Experiences,” pp. 209–219; Chapter 11: “Playing With Toys,” pp. 221–225; Chapter 12: “Imitating and Pretending,” pp. 227–231; Chapter 13: “Enjoying Stories and Books,” pp. 233–239; Chapter 14: “Connecting With Music and Movement,” pp. 241–247; Chapter 15: “Creating With Art,” pp. 249–259; Chapter 16: “Tasting and Preparing Food,” pp. 261–267; Chapter 17: “Exploring Sand and Water,” pp. 269–275; Chapter 18: “Going Outdoors,” pp. 277–283</p>
2.C.03	T-P-K	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Physical Development,” pp. 26–28</p> <p>Chapter 2, Creating a Responsive Environment: “Creating Places for Routines and Experiences,” pp. 65–67; “Designing Spaces for Each Age Group,” pp. 67–73</p> <p>Sections in Routines Chapters: Supporting Development and Learning: “Learning About Moving”</p> <p>Sections in Experiences Chapters: “Supporting Development and Learning: Learning About Moving and Doing”</p>	
2.C.04	P-K	This criterion does not apply to the age group of <i>The Creative Curriculum for Infants, Toddlers & Twos</i> .	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
2.D. Areas of Development: Language Development			
2.D.01	U	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Language Development,” pp. 32–34; “Dual Language Learners,” pp. 39–40</p> <p>Chapter 3, What Children Are Learning: “Vocabulary and Language,” pp. 110–113; “Sounds and Rhythms of Language,” pp. 113–114</p> <p>Chapter 4, Caring and Teaching: “Talking With Infants, Toddlers, and Twos,” p. 163; “Dual Language Learners,” pp. 165–166</p>	<p><i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i></p> <p>“Understanding that Each Child is Unique: Dual Language,” pp. 28–31</p> <p>“What Children Are Learning,” pp. 65–79</p> <p>Workshops on Experiences: “Introduction to Routines,” pp. 147–157; “Hellos and Good-Byes,” pp. 159–165; “Diapering and Toileting,” pp. 167–173; “Eating and Mealtimes,” pp. 175–183; “Sleeping and Nap Time,” pp. 185–195; “Getting Dressed,” pp. 197–205</p> <p>Workshops on Experiences: “Introduction to Experiences,” pp. 209–219; Chapter 11: “Playing With Toys,” pp. 221–225; Chapter 12: “Imitating and Pretending,” pp. 227–231; Chapter 13: “Enjoying Stories and Books,” pp. 233–239; Chapter 14: “Connecting With Music and Movement,” pp. 241–247; Chapter 15: “Creating With Art,” pp. 249–259; Chapter 16: “Tasting and Preparing Food,” pp. 261–267; Chapter 17: “Exploring Sand and Water,” pp. 269–275; Chapter 18: “Going Outdoors,” pp. 277–283</p>
2.D.02	U	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Dual Language Learners,” pp. 39–40</p> <p>Chapter 3, What Children Are Learning: “Vocabulary and Language,” pp. 110–113; “Sounds and Rhythms of Language,” pp. 113–114; “Enjoying Books and Stories,” pp. 115–117; “Exploring Writing,” pp. 117–118; “Promoting Language and Literacy Learning,” pp. 119–121</p> <p>Chapter 4, Caring and Teaching: “Dual Language Learners,” pp. 165–166</p>	
2.D.03	U	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Language Development,” pp. 32–34</p> <p>Chapter 3, What Children Are Learning: “Vocabulary and Language,” pp. 110–113; “Sounds and Rhythms of Language,” pp. 113–114; “Promoting Language and Literacy Learning,” pp. 119–121</p> <p>Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167; “Talking With Infants, Toddlers, and Twos,” p. 163</p> <p>Sections in all Experiences Chapters (11–18): “Supporting Development and Learning: Learning About Communicating;” “Caring and Teaching”</p>	
2.D.04	U	<p>Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167; “Talking With Infants, Toddlers, and Twos,” p. 163</p> <p>Chapter 3, What Children Are Learning: “Vocabulary and Language,” pp. 110–113; “Sounds and Rhythms of Language,” pp. 113–114; “Enjoying Books and Stories,” pp. 115–117</p> <p>Section in all Routines Chapters (6–10): “Caring and Teaching...”</p>	<p><i>The Creative Curriculum® LearningGames® Birth–12 Months, 12–24 Months, and 24–36 Months:</i> Selected games especially related to language development</p>
2.D.05	T-P-K	<p>Chapter 4, Caring and Teaching: “Dual Language Learners,” pp. 165–166; “Children With Disabilities,” pp. 166–167</p> <p>Chapter 13, Enjoying Stories and Books: “Strategies for Children With Hearing Impairments,” p. 337; “Responding to and Planning for Each Child,” pp. 337–340</p>	
2.D.06–2.D.07	P-K	These criteria do not apply to the age group of <i>The Creative Curriculum for Infants, Toddlers & Twos</i> .	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
2.E. Curriculum Content Area for Cognitive Development: Early Literacy			
2.E.01	I	<p>Chapter 3, What Children Are Learning: Vocabulary and Language: A young infant or mobile infant might...,” pp. 110–112; “Sounds and Rhythms of Language: A young infant or mobile infant might...,” pp. 113–114; “Enjoying Books and Stories: A young infant or mobile infant might...,” pp. 115–116; “Promoting Learning: Vocabulary and Language,” p. 119; “Promoting Learning: Sounds and Rhythms of Language,” p. 120; “Promoting Learning: Enjoying Books and Stories,” p. 120</p> <p>Chapter 12, Imitating and Pretending: “Supporting Development and Learning: Learning About Communicating,” p. 310; “Caring and Teaching: Young Infants, Mobile Infants,” pp. 314–315</p> <p>Chapter 13, Enjoying Stories and Books: “Creating an Environment for Enjoying Stories and Books,” pp. 325–330; “Selecting Books for Different Ages,” pp. 325–328, especially “Features of Good Books for Young Infants,” pp. 325–326; “Features of Good Books for Mobile Infants,” pp. 325–326; “General Tips for Reading and Storytelling With Children,” pp. 331–335; “Reading and Storytelling With Young Infants,” p. 332; “Reading and Storytelling With Mobile Infants,” p. 333</p> <p>Chapter 14, Connecting With Music and Movement: “Supporting Development and Learning: Learning About Communicating,” p. 344; “Caring and Teaching: Young Infants, Mobile Infants,” pp. 347–349</p>	<p><i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “What Children Are Learning,” pp. 65–79 Workshops on Experiences: “Introduction to Routines,” pp. 147–157; “Hellos and Good-Byes,” pp. 159–165; “Diapering and Toileting,” pp. 167–173; “Eating and Mealtimes,” pp. 175–183; “Sleeping and Nap Time,” pp. 185–195; “Getting Dressed,” pp. 197–205 Workshops on Experiences: “Introduction to Experiences,” pp. 209–219; Chapter 11: “Playing With Toys,” pp. 221–225; Chapter 12: “Imitating and Pretending,” pp. 227–231; Chapter 13: “Enjoying Stories and Books,” pp. 233–239; Chapter 14: “Connecting With Music and Movement,” pp. 241–247; Chapter 15: “Creating With Art,” pp. 249–259; Chapter 16: “Tasting and Preparing Food,” pp. 261–267; Chapter 17: “Exploring Sand and Water,” pp. 269–275; Chapter 18: “Going Outdoors,” pp. 277–283</p>
2.E.02	T	<p>Chapter 3, What Children Are Learning: “Vocabulary and Language: A toddler might...,” pp. 110–112; “Vocabulary and Language: A 2-year-old might...,” pp. 110–111, 113; “Sounds and Rhythms of Language: A toddler might...,” pp. 113–114; “Sounds and Rhythms of Language: A 2-year-old might...,” pp. 113–114; “Enjoying Books and Stories: A toddler might...,” pp. 115–117; “Enjoying Books and Stories: A 2-year-old might...,” pp. 115–117; “Promoting Learning: Vocabulary and Language,” p. 119; “Promoting Learning: Sounds and Rhythms of Language,” p. 120; “Promoting Learning: Enjoying Books and Stories,” p. 120</p> <p>Chapter 12, Imitating and Pretending: “Supporting Development and Learning: Learning About Communicating,” p. 310; “Caring and Teaching: Toddlers, Twos,” pp. 316–318</p> <p>Chapter 13, Enjoying Stories and Books: “Creating an Environment for Enjoying Stories and Books,” pp. 325–330; “Features of Good Books for Toddlers,” pp. 325, 327; “Features of Good Books for Twos,” pp. 325, 328; “Caring and Teaching: Reading and Storytelling With Toddlers,” p. 334; “Caring and Teaching: Reading and Storytelling With Twos,” pp. 334–335</p> <p>Chapter 14, Connecting With Music and Movement: “Supporting Development and Learning: Learning About Communicating,” p. 344; “Music and Movement With Toddlers,” p. 350; “Music and Movement With Twos,” p. 351</p>	<p><i>The Creative Curriculum® LearningGames® Birth–12 Months, 12–24 Months, and 24–36 Months:</i> Selected games related to language development</p>

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
2.E.03	T-P-K	<p>Chapter 2, Creating a Responsive Environment: “Displaying Materials (With Picture and Word Labels),” p. 76</p> <p>Chapter 3, What Children Are Learning: “Exploring Writing: A toddler might...,” pp. 117–118; “Exploring Writing: A 2-year-old might...,” pp. 117–118; “Promoting Learning: Exploring Writing,” p. 121</p> <p>Chapter 13, Enjoying Stories and Books: “General Tips for Reading and Storytelling With Children,” pp. 331–335</p>	<p><i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i></p> <p>“What Children Are Learning,” pp. 65–79</p> <p>Workshops on Experiences: “Introduction to Routines,” pp. 147–157; “Hellos and Good-Byes,” pp. 159–165; “Diapering and Toileting,” pp. 167–173; “Eating and Mealtimes,” pp. 175–183; “Sleeping and Nap Time,” pp. 185–195; “Getting Dressed,” pp. 197–205</p> <p>Workshops on Experiences: “Introduction to Experiences,” pp. 209–219; Chapter 11: “Playing With Toys,” pp. 221–225; Chapter 12: “Imitating and Pretending,” pp. 227–231; Chapter 13: “Enjoying Stories and Books,” pp. 233–239; Chapter 14: “Connecting With Music and Movement,” pp. 241–247; Chapter 15: “Creating With Art,” pp. 249–259; Chapter 16: “Tasting and Preparing Food,” pp. 261–267; Chapter 17: “Exploring Sand and Water,” pp. 269–275; Chapter 18: “Going Outdoors,” pp. 277–283</p> <p><i>The Creative Curriculum® LearningGames® Birth–12 Months, 12–24 Months, and 24–36 Months:</i> Selected games related to language development</p>
2.E.04–2.E.11	P-K or K	These criteria do not apply to the age group of <i>The Creative Curriculum for Infants, Toddlers & Twos</i> .	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
2.F. Curriculum Content Area for Cognitive Development: Early Mathematics			
2.F.01	I-T	<p>Chapter 3, What Children Are Learning: “Discovering Mathematical Relationships,” pp. 122–127: “Number Concepts,” pp. 122–123; “Patterns and Relationships,” p. 124; “Geometry and Spatial Relationships,” pp. 125–126; “Sorting and Classifying,” pp. 126–127</p> <p>Chapter 3, What Children Are Learning: “Helping Children Discover Mathematical Relationships,” pp. 127–128: “Discovering Number Concepts: Counting,” p. 127; “Discovering Number Concepts: Relative Sizes and Amounts,” p. 127; “Discovering Patterns and Relationships,” p. 128; “Discovering Geometry and Spatial Relationships,” p. 128; “Discovering Sorting and Classifying,” p. 128</p> <p>Chapter 11, Playing With Toys: pp. 291–307</p> <p>Chapter 16, Tasting and Preparing Food: pp. 375–387</p> <p>Chapter 17, Exploring Sand and Water: pp. 389–401</p>	<p><i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “<i>What Children Are Learning,</i>” pp. 65–79 Chapter 11: “<i>Playing With Toys,</i>” pp. 221–225 Chapter 16: “<i>Tasting and Preparing Food,</i>” pp. 261–267 Chapter 17: “<i>Exploring Sand and Water,</i>” pp. 269–275</p> <p><i>The Creative Curriculum® LearningGames® Birth–12 Months, 12–24 Months, and 24–36 Months:</i> Selected games related to cognitive development</p>
2.F.02	T-P-K	<p>Chapter 3, What Children Are Learning: “Helping Children Discover Mathematical Relationships,” pp. 127–128: “Discovering Number Concepts: Counting,” p. 127; “Discovering Number Concepts: Relative Sizes and Amounts,” p. 127; “Discovering Patterns and Relationships,” p. 128; “Discovering Geometry and Spatial Relationships,” p. 128; “Discovering Sorting and Classifying,” p. 128</p> <p>Chapter 11, Playing With Toys: pp. 291–307</p> <p>Chapter 16, Tasting and Preparing Food: pp. 375–387</p> <p>Chapter 17, Exploring Sand and Water: pp. 389–401</p>	
2.F.03	T-P-K	<p>Chapter 3, What Children Are Learning: “Helping Children Discover Mathematical Relationships,” pp. 127–128: “Discovering Number Concepts: Counting,” p. 127; “Discovering Number Concepts: Relative Sizes and Amounts,” p. 127; “Discovering Patterns and Relationships,” p. 128; “Discovering Geometry and Spatial Relationships,” p. 128; “Discovering Sorting and Classifying,” p. 128</p> <p>Chapter 11, Playing With Toys: pp. 291–307</p> <p>Chapter 15, Creating With Art: pp. 357–373</p> <p>Chapter 16, Tasting and Preparing Food: pp. 375–387</p> <p>Chapter 17, Exploring Sand and Water: pp. 389–401</p>	
2.F.04	T-P-K	<p>Chapter 3, What Children Are Learning: “Helping Children Discover Mathematical Relationships,” pp. 127–128: “Discovering Number Concepts: Counting,” p. 127; “Discovering Number Concepts: Relative Sizes and Amounts,” p. 127; “Discovering Patterns and Relationships,” p. 128; “Discovering Geometry and Spatial Relationships,” p. 128; “Discovering Sorting and Classifying,” p. 128</p> <p>Section in all Experiences Chapters (11–18): “Supporting Development and Learning: Learning About the World”</p>	
2.F.05–2.F.13	P, P-K or K	These criteria do not apply to the age group of <i>The Creative Curriculum for Infants, Toddlers & Twos</i> .	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
2.G. Curriculum Content Area for Cognitive Development: Science			
2.G.01	I-T	<p>Chapter 3, What Children Are Learning: “Exploring The Physical World,” pp. 129–130; “Exploring The Natural World,” pp. 131–132; “Encouraging Children to Explore the Physical World,” p. 134; “Encouraging Children to Explore the Natural World,” p. 134</p> <p>Chapter 11, Playing With Toys: pp. 291–307</p> <p>Chapter 14, Connecting With Music and Movement: pp. 343–355</p> <p>Chapter 16, Tasting and Preparing Food: pp. 375–387</p> <p>Chapter 17, Exploring Sand and Water: pp. 389–401</p> <p>Chapter 18, Going Outdoors: “Going Outdoors,” pp. 403–421</p>	<p><i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i></p> <p>“What Children Are Learning,” pp. 65–79</p> <p>Chapter 11: “Playing With Toys,” pp. 221–225</p> <p>Chapter 16: “Tasting and Preparing Food,” pp. 261–267</p> <p>Chapter 17: “Exploring Sand and Water,” pp. 269–275</p> <p>Chapter 18: “Going Outdoors,” pp. 277–283</p> <p><i>The Creative Curriculum® LearningGames® Birth–12 Months, 12–24 Months, and 24–36 Months:</i> Selected games related to cognitive development</p>
2.G.02–2.G.08	P-K	These criteria do not apply to the age group of <i>The Creative Curriculum for Infants, Toddlers & Twos</i> .	
2.H. Curriculum Content Area for Cognitive Development: Technology			
2.H.01	T-P-K	<p>Chapter 13, Enjoying Stories and Books: “Strategies for Children With Partial Visual Impairment: Use recordings as another way for children to hear books being read,” p. 336—discusses active media as an alternative for children who cannot read visually.</p> <p>Chapter 14, Connecting With Music and Movement: “Creating an Environment for Music and Movement,” p. 345—mentions passive media only as a means of playing music in the Music and Movement Area.</p>	
2.H.02	P-K	These criteria do not apply to the age group of <i>The Creative Curriculum for Infants, Toddlers & Twos</i> .	
2.H.03	P-K		
2.J. Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts			
2.J.01	U	<p>Chapter 14, Connecting With Music and Movement: pp. 343–355</p> <p>Chapter 15, Creating With Art: pp. 357–373</p>	<p><i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i></p> <p>“What Children Are Learning,” pp. 65–79</p> <p>Chapter 14: “Connecting With Music and Movement,” pp. 241–247</p> <p>Chapter 15: “Creating With Art,” pp. 249–259</p>
2.J.02	I-T	Chapter 15, Creating With Art: pp. 357–373	
2.J.03	I-T	<p>Chapter 12, Imitating and Pretending: pp. 309–321</p> <p>Chapter 14, Connecting With Music and Movement: pp. 343–355</p>	
2.J.04	T-P-K	<p>Chapter 12, Imitating and Pretending: pp. 309–321</p> <p>Chapter 14, Connecting With Music and Movement: pp. 343–355</p> <p>Chapter 15, Creating With Art: pp. 357–373</p>	
2.J.05	T-P-K	<p>Chapter 12, Imitating and Pretending: pp. 309–321</p> <p>Chapter 14, Connecting With Music and Movement: pp. 343–355</p> <p>Chapter 15, Creating With Art: pp. 357–373</p>	
2.J.06–2.J.07	P-K	These criteria do not apply to the age group of <i>The Creative Curriculum for Infants, Toddlers & Twos</i> .	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
2.K. Curriculum Content Area for Cognitive Development: Health and Safety			
2.K.01	T-P-K	Chapter 7, Diapering and Toileting: pp. 233–245 Chapter 8, Eating and Mealtimes: pp. 247–261 Chapter 9, Sleeping and Nap Time: pp. 263–275 Chapter 10, Getting Dressed: pp. 277–287 Chapter 16, Tasting and Preparing Food: pp. 375–387 Chapter 18, Going Outdoors: pp. 403–421	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Will My Child Be Safe and Healthy?” pp. 48–49 “Diapering and Toileting,” pp. 167–173 “Eating and Mealtimes,” pp. 175–183: “Creating a Safe, Healthy Environment for Eating and Mealtimes,” pp. 176–177 “Sleeping and Nap Time,” pp. 185–195 “Getting Dressed,” pp. 197–205
2.K.02	T-P-K	Chapter 8, Eating and Mealtimes: pp. 247–261 Chapter 16, Tasting and Preparing Food: pp. 375–387	
2.K.03	T-P-K	Chapter 4, Caring and Teaching: “Using Positive Guidance Strategies,” pp. 149–152 Chapter 7, Diapering and Toileting: pp. 233–245 Chapter 8, Eating and Mealtimes: pp. 247–261 Chapter 9, Sleeping and Nap Time: pp. 263–275	
2.K.04	T-P-K	Chapter 2, Creating a Responsive Environment: “Keeping Children Safe and Healthy,” pp. 77–79 Chapter 18, Going Outdoors: “Keeping Children Safe and Healthy,” pp. 406–408	
2.K.05	P-K	This criterion does not apply to the age group of <i>The Creative Curriculum for Infants, Toddlers & Twos</i> .	
2.L. Curriculum Content Area for Cognitive Development: Social Studies			
2.L.01	U	Chapter 3, What Children Are Learning: “Exploring The Social World,” pp. 132–133 Chapter 4, Caring and Teaching: “Building Relationships,” pp. 138–145; “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144 Chapter 12, Imitating and Pretending: pp. 309–321	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Caring and Teaching,”: “Building a Relationship With Each Child,” pp. 86–91; “Helping Children Get Along With Others,” pp. 92–93; “Using Positive Guidance Strategies,” pp. 94–99 Chapter 12: “Imitating and Pretending,” pp. 227–231
2.L.02	T-P-K	Chapter 2, Creating a Responsive Environment: “Selecting Materials,” pp. 74–75 Chapter 3, What Children Are Learning: “Exploring The Social World,” pp. 132–133 Chapter 4, Caring and Teaching: “Building Relationships,” pp. 138–145; “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144 Chapter 12, Imitating and Pretending: pp. 309–321 Chapter 13, Enjoying Stories and Books: pp. 323–341	
2.L.03	T-P-K	Chapter 3, What Children Are Learning: “Exploring The Social World,” pp. 132–133 Chapter 4, Caring and Teaching: “Building Relationships,” pp. 138–145; “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144 Chapter 12, Imitating and Pretending: pp. 309–321	
2.L.04	T-P-K	Chapter 3, What Children Are Learning: “Exploring The Social World,” pp. 132–133 Chapter 4, Caring and Teaching: “Building Relationships,” pp. 138–145; “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144 Chapter 12, Imitating and Pretending: pp. 309–321	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
2.L.05	T-P-K	<p>Chapter 3, What Children Are Learning: “Exploring The Social World,” pp. 132–133</p> <p>Chapter 4, Caring and Teaching: “Building Relationships,” pp. 138–145; “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144</p> <p>Chapter 12, Imitating and Pretending: pp. 309–321</p> <p>Chapter 13, Enjoying Stories and Books: pp. 323–341</p> <p>Chapter 14, Connecting With Music and Movement: pp. 343–355</p> <p>Chapter 16, Tasting and Preparing Food: pp. 375–387</p>	<p><i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i></p> <p>“Caring and Teaching,” “Building a Relationship With Each Child,” pp. 86–91; “Helping Children Get Along With Others,” pp. 92–93; “Using Positive Guidance Strategies,” pp. 94–99</p> <p>Chapter 12: “Imitating and Pretending,” pp. 227–231</p>
2.L.06–2.L.11	P-K or K	These criteria do not apply to the age group of <i>The Creative Curriculum for Infants, Toddlers & Twos</i>	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
PROGRAM STANDARD 3—TEACHING			
3.A. Designing Enriched Learning Environments			
3.A.01	U	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Disabilities,” pp. 41–43</p> <p>Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167; “Extending Children’s Knowledge and Skills,” p. 164</p> <p>Chapter 5, Building Partnerships With Families: “Developing an <i>Individual Care Plan</i> for Each Child,” p. 191</p>	<p><i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i></p> <p>“Knowing Infants, Toddlers, and Twos:” “Understanding that Each Child is Unique: Life Circumstances,” pp. 22–23; “Understanding that Each Child is Unique: Temperament,” pp. 24–27; “Understanding that Each Child is Unique: Dual Language,” pp. 28–31; “Understanding that Each Child is Unique: Disabilities,” pp. 32–33</p> <p>“Creating a Responsive Environment”: “Creating a Schedule,” pp. 52–57; especially “Responsive Planning,” pp. 58–63</p> <p>“Caring and Teaching”: “Guiding Children’s Learning: Talking With Infants, Toddlers, and Twos,” pp. 100–101</p> <p>“Building Partnerships With Families”: “Getting to Know Families: Appreciating Differences,” pp. 124–125; “How Well Do You Know Your Families?” pp. 126–127; “Communicating With Families,” pp. 128–131; “Building a Partnership With Gena’s Family,” pp. 136–139; “Resolving Differences: A Partnership Approach,” pp. 140–141; “Sharing the Care: Working Through Conflicts With Families,” pp. 142–143</p> <p>Workshops on Routines, pp. 145–205, especially “Sharing the Value of Routines With Families,” pp. 154–155</p> <p>Workshops on Experiences, pp. 207–283, especially “Sharing the Value of Experiences With Families,” pp. 218–219</p>
3.A.02	U	<p>Chapter 2, Creating a Responsive Environment: “Keeping Children Safe and Healthy,” pp. 77–79; “Suggestions for A Safe Environment,” p. 78; “Suggestions for A Healthy Environment,” p. 79; “Setting Up the Physical Environment,” pp. 64–85; “Space-Planning Guidelines,” p. 64; “Designing Spaces for Each Age Group,” pp. 67–73; “Organizing the Environment for Mixed-Age Groups,” pp. 80–81; “Adapting the Environment for Children With Disabilities,” pp. 81–83</p>	
3.A.03	U	<p>Chapter 2, Creating a Responsive Environment: “Creating Places for Routines and Experiences,” pp. 65–67 (“Diapering and Toileting, Sleeping, Nursing, and Eating Areas, and Areas for Experiences”)</p> <p>Sections in all Experiences Chapters (11–18): “Creating an Environment for ...;” “Selecting Materials for Different Ages”</p>	
3.A.04	U	<p>Chapter 2, Creating a Responsive Environment: “Designing Spaces for Each Age Group,” pp. 67–73</p> <p>Sections in all Experiences Chapters (11–18): “Selecting Materials for Different Ages;” “Setting Up and Displaying Materials”</p>	
3.A.05	T-P-K	<p>Chapter 2, Creating a Responsive Environment: “Setting Up the Physical Environment,” pp. 64–85; “Space-Planning Guidelines,” p. 64; “Creating Places for Routines and Experiences,” pp. 65–67; “Designing Spaces for Each Age Group,” pp. 67–73; “Planning a Daily Schedule,” pp. 86–87; “Characteristics of an Appropriate Schedule,” p. 87; “Individualizing the Schedule for Infants,” pp. 88–91; “Schedules for Toddlers and Twos,” pp. 91, 94; “Planning for Transitions,” pp. 94–95; “Daily Schedule,” pp. 92–93</p> <p>Chapter 4, Caring and Teaching: “Promoting Children’s Self-Regulation,” pp. 146–152; “Using Positive Guidance Strategies,” pp. 149–152;</p> <p>Sections in all Experiences Chapters (11–18): “Supporting Development and Learning: Learning About ...;” “Creating an Environment for ...”</p>	
3.A.06	T-P-K	<p>Chapter 2, Creating a Responsive Environment: “Creating Places for Routines and Experiences,” pp. 65–67; “Designing Spaces for Each Age Group,” pp. 67–73; “Displaying Materials,” p. 76</p> <p>Chapter 15, Creating With Art: “Setting Up and Displaying Materials,” pp. 364–365; “Display Children’s Artwork,” p. 365</p>	
3.A.07	T-P-K	<p>Chapter 2, Creating a Responsive Environment: “Space-Planning Guidelines,” p. 64; “Creating Places for Routines and Experiences,” pp. 65–67; “Designing Spaces for Each Age Group,” pp. 67–73; “Displaying Materials (With Picture and Word Labels),” p. 76</p>	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
3.B. Creating Caring Communities for Learning			
3.B.01	U	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Individual Differences,” pp. 35–43; “How Culture Might Affect Social/Emotional, Physical, Cognitive, and Language Development,” pp. 25–26, 28, 31, 34</p> <p>Chapter 5, Building Partnerships With Families: “Getting to Know Families,” pp. 185–187; “Appreciating Differences Among Families,” pp. 185–186; “Understanding the Influence of Culture,” pp. 186–187</p>	<p><i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i></p> <p>“Knowing Infants, Toddlers, and Twos:” “Understanding that Each Child is Unique: Life Circumstances,” pp. 22–23; “Understanding that Each Child is Unique: Temperament,” pp. 24–27; “Understanding that Each Child is Unique: Dual Language,” pp. 28–31; “Understanding that Each Child is Unique: Disabilities,” pp. 32–33</p> <p>“Caring and Teaching:” “Guiding Children’s Learning: Talking With Infants, Toddlers, and Twos,” pp. 100–101</p>
3.B.02	U	<p>Chapter 2, Creating a Responsive Environment: “Designing Spaces for Each Age Group,” pp. 67–73; “Setting Up a Room for Young Infants,” pp. 68, 70; “Setting Up a Room for Mobile Infants,” pp. 69–70; “Setting Up Rooms for Toddlers and Twos,” pp. 71–73; “Selecting Materials,” pp. 74–75</p> <p>Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167; “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164; “Including All Children,” pp. 165–167</p>	
3.B.03	U	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “How Culture Might Affect Social/Emotional, Physical, Cognitive, and Language Development,” pp. 25–26, p. 28, p. 31, and p. 34</p> <p>Chapter 4, Caring and Teaching: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144; “Guiding Children’s Learning,” pp. 160–167; “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164; “Including All Children,” pp. 165–167</p>	
3.B.04	U	<p>Chapter 2, Creating a Responsive Environment: “Choose Materials That Honor Diversity,” p. 74</p> <p>Chapter 5, Building Partnerships With Families: “Appreciating Differences Among Families,” pp. 185–186; “Understanding the Influence of Culture,” pp. 186–187</p>	
3.B.05	U	<p>Chapter 4, Caring and Teaching: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144; “Guiding Children’s Learning,” pp. 160–167; “Learning Through Play,” pp. 161–163; “Talking With Infants, Toddlers, and Twos,” p. 163</p> <p>Sections in all Routines Chapters (6–10): “Responding to What Children Need”</p>	
3.B.06	U	<p>Chapter 4, Caring and Teaching: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144</p> <p>Chapter 6, Hellos and Good-Byes: “Caring and Teaching Hellos and Good-Byes,” pp. 225–230; “Supporting Children Emotionally Throughout the Day,” p. 227</p> <p>Chapter 7, Diapering and Toileting: “Caring and Teaching Diapering and Toileting,” pp. 237–244</p> <p>Chapter 8, Eating and Mealtimes: “Caring and Teaching During Eating and Mealtimes,” pp. 251–260</p> <p>Chapter 9, Sleeping and Nap Time: “Caring and Teaching: Sleeping and Nap Time,” pp. 268–273</p> <p>Chapter 10, Getting Dressed: “Caring and Teaching: Getting Dressed,” pp. 280–286</p>	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
3.B.07	U	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Individual Differences,” pp. 35–43; “How Culture Might Affect Social/Emotional, Physical, Cognitive, and Language Development,” pp. 25–26, p. 28, p. 31, and p. 34</p> <p>Chapter 5, Building Partnerships With Families: “Getting to Know Families,” pp. 185–187; “Appreciating Differences Among Families,” pp. 185–186; “Understanding the Influence of Culture,” pp. 186–187</p>	<p><i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i></p> <p>“Knowing Infants, Toddlers, and Twos:” “Understanding that Each Child is Unique: Life Circumstances,” pp. 22–23; “Understanding that Each Child is Unique: Temperament,” pp. 24–27; “Understanding that Each Child is Unique: Dual Language,” pp. 28–31; “Understanding that Each Child is Unique: Disabilities,” pp. 32–33</p> <p>“Caring and Teaching:” “Guiding Children’s Learning: Talking With Infants, Toddlers, and Twos,” pp. 100–101</p>
3.B.08	U	<p>Chapter 4, Caring and Teaching: “Strategies for Building Trusting Relationships,” pp. 138–140; “Helping Children Get Along With Others,” pp. 140–142; “A Structure That Supports Relationships,” pp. 143–144; “Responding to Challenging Behaviors,” pp. 153–159</p> <p>Sections in all Routines Chapters (6–10): “Caring and Teaching,” “Responding to What Children Need”</p>	
3.B.09	I	<p>Chapter 3, What Children Are Learning: “Promoting Learning: Vocabulary and Language,” pp. 119–121; “Promoting Learning: Sounds and Rhythms of Language,” p. 120</p> <p>Chapter 4, Caring and Teaching: “Talking With Infants, Toddlers, and Twos,” p. 163</p> <p>Sections in all Routines Chapters (6–10): “Responding to What Children Need”</p>	
3.B.10	I–T	<p>Chapter 5: “Developing an <i>Individual Care Plan</i> for Each Child,” p. 191</p> <p>Section in all Routines Chapters (6–10): “Responding to What Children Need: Young Infants, Mobile Infants, Toddlers, Twos”</p> <p>Section in all Routines Chapters (7–10): “Working in Partnership With Families” (Note: Chapter 6, Hellos and Good-Byes, does not include this section)</p>	
3.B.11	T-P-K	<p>Chapter 4, Caring and Teaching: “Talking With Infants, Toddlers, and Twos,” p. 163; “Extending Children’s Knowledge and Skills,” p. 164</p> <p>Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”</p>	
3.B.12	T-P-K	<p>Chapter 4, Caring and Teaching: “Responding to Challenging Behaviors,” pp. 153–159</p> <p>Chapter 5, Building Partnerships With Families: “Resolving Differences: A Partnership Approach,” pp. 206–208; “Supporting the Families of Children With Disabilities,” pp. 215–216</p>	
3.B.13	P-K	This criterion does not apply to the age group of <i>The Creative Curriculum for Infants, Toddlers & Twos</i> .	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
3.C. Supervising Children			
3.C.01	U	Chapter 2, Creating a Responsive Environment: “Setting Up the Physical Environment,” pp. 64–85; “Space-Planning Guidelines,” p. 64	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Setting Up the Physical Environment,” pp. 44–45 “Selecting and Displaying Materials,” pp. 46–47
3.C.02	I-T	Chapter 2, Creating a Responsive Environment: “Setting Up the Physical Environment,” pp. 64–85; “Space-Planning Guidelines,” p. 64; “Designing Spaces for Each Age Group,” pp. 67–73; “Setting Up a Room for Young Infants,” pp. 68, 70; “Setting Up a Room for Mobile Infants,” pp. 69–70; “Setting Up Rooms for Toddlers and Twos,” pp. 71–73	
3.C.03	I-T	Chapter 9, Sleeping and Nap Time: pp. 263–275	
3.C.04– 3.C.05	P-K or K	These criteria do not apply to the age group of <i>The Creative Curriculum for Infants, Toddlers & Twos</i> .	
3.D. Using Time, Grouping, and Routines to Achieve Learning Goals			
3.D.01	U	Chapter 2, Creating a Responsive Environment: “Planning a Daily Schedule,” pp. 86–87	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Creating a Schedule,” pp. 52–57 “Introduction to Routines,” pp. 147–157 “The Routine of Routines,” pp. 148–151 “Responding to What Children Need,” pp. 156–157 “Introduction to Experiences,” pp. 209–219 “Responding to Children During Experiences,” pp. 216–217
3.D.02	U	Sections in all Routines Chapters (6–10): “Supporting Development and Learning;” “Caring and Teaching”	
3.D.03	U	Sections in all Experiences Chapters (11–18): “Selecting Materials for Different Ages;” “Caring and Teaching”	
3.D.04	U	Chapter 2, Creating a Responsive Environment: “Organizing the Environment for Mixed-Age Groups,” pp. 80–81	
3.D.05	U	Chapter 2, Creating a Responsive Environment: “Planning a Daily Schedule,” pp. 86–87; “Using the Weekly Planning Forms,” pp. 96–100; “Using Observations to Respond to and Plan for Each Child,” p. 95	
3.D.06	I	Chapter 2, Creating a Responsive Environment: “Planning a Daily Schedule,” pp. 86–87; “Individualizing the Schedule for Infants,” pp. 88–91 Sections in all Experiences Chapters (11–18): “Caring and Teaching: Young Infants, Mobile Infants”	
3.D.07	T-P	Chapter 8, Eating and Mealtimes: pp. 247–261 Chapter 16, Tasting and Preparing Food: pp. 375–387	
3.D.08	T-P- K	Chapter 2, Creating a Responsive Environment: “Displaying Materials (With Picture and Word Labels),” p. 76 Chapter 4, Caring and Teaching: “Helping Children Get Along With Others,” pp. 140–142	
3.D.09	T-P- K	Chapter 2, Creating a Responsive Environment: “Daily Schedule,” pp. 92–93; “Schedules for Toddlers and Twos,” pp. 91, 94; “Planning for Transitions,” pp. 94–95	
3.D.10	T-P- K	Chapter 2, Creating a Responsive Environment: “Planning a Daily Schedule,” pp. 86–87; “Characteristics of an Appropriate Schedule,” p. 87	
3.D.11	T-P- K	Sections in all Experiences Chapters (11–18): “Caring and Teaching:” See sections on Toddlers and Twos	
3.D.12	K	This criterion does not apply to the age group of <i>The Creative Curriculum for Infants, Toddlers & Twos</i> .	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
3.E. Responding to Children's Interests and Needs			
3.E.01	U	Sections in all Experiences Chapters (11–18): “Creating an Environment for ...”	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Responsive Planning,” pp. 58–63 “Responding to What Children Need,” pp. 156–157 “Responding to Children During Experiences,” pp. 216–217
3.E.02	U	Chapter 2, Creating a Responsive Environment: “Displaying Materials (With Picture and Word Labels),” p. 76; “Daily Schedule,” pp. 92–93 Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167; “Extending Children’s Knowledge and Skills,” p. 164	
3.E.03	U	Chapter 4, Caring and Teaching: “Extending Children’s Knowledge and Skills,” p. 164; “Evaluating Each Child’s Progress,” pp. 176–177; “Using What You Have Learned to Plan,” pp. 177–178 Sections in all Experiences Chapters (11–18): “Supporting Development and Learning: Learning About: Self and Others, Moving and Doing, the World, and Communicating”	
3.E.04	U	Chapter 4, Caring and Teaching: “Extending Children’s Knowledge and Skills,” p. 164; “Evaluating Each Child’s Progress,” pp. 176–177; “Using What You Have Learned to Plan,” pp. 177–178	
3.E.05	I	Chapter 2, Creating a Responsive Environment: “Individualizing the Schedule for Infants,” pp. 88–91 Sections in all Experiences Chapters (11–18): “Caring and Teaching.” See sections on Young Infants and Mobile Infants	
3.E.06	I	Sections in all Experiences Chapters (11–18): “Caring and Teaching.” See sections on Young Infants and Mobile Infants	
3.E.07	I	Sections in all Experiences Chapters (11–18): “Caring and Teaching.” See sections on Young Infants and Mobile Infants	
3.E.08	T-P-K	Chapter 4, Caring and Teaching: “Extending Children’s Knowledge and Skills,” p. 164; “Assessing Children’s Development and Learning,” pp. 168–178; “Using What You Have Learned to Plan,” pp. 177–178 Sections in all Experiences Chapters (11–18): “Caring and Teaching.” See sections on Toddlers and Twos	
3.E.09	T-P-K	Chapter 2, Creating a Responsive Environment: “Talking With Infants, Toddlers, and Twos,” p. 163 Chapter 4, Caring and Teaching: “Extending Children’s Knowledge and Skills,” p. 164; “Assessing Children’s Development and Learning,” pp. 168–178; “Using What You Have Learned to Plan,” pp. 177–178 Sections in all Experiences Chapters (11–18): “Caring and Teaching.” See sections on Toddlers and Twos	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
3.F. Making Learning Meaningful for All Children			
3.F.01	U	<p>Chapter 4, Caring and Teaching: “Extending Children’s Knowledge and Skills,” p. 164; “Assessing Children’s Development and Learning,” pp. 168–178; “Using What You Have Learned to Plan,” pp. 177–178</p> <p>Sections in all Experiences Chapters (11–18): “Caring and Teaching:” See sections on Young Infants, Mobile Infants, Toddlers, and Twos</p>	<p><i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i></p> <p>“Responsive Planning,” pp. 58–63</p> <p>“Responding to What Children Need,” pp. 156–157</p> <p>“Responding to Children During Experiences,” pp. 216–217</p> <p><i>Using The Creative Curriculum® LearningGames® With Families: A Teacher’s Guide</i></p>
3.F.02	U	<p>Chapter 2, Creating a Responsive Environment: “Characteristics of an Appropriate Schedule,” p. 87</p> <p>Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”</p>	
3.F.03	U	<p>Chapter 5, Building Partnerships With Families: “Resolving Differences: A Partnership Approach,” pp. 206–208; “Working Through Conflicts,” pp. 209–213</p>	
3.F.04	U	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Dual Language Learners,” pp. 39–40</p> <p>Chapter 13, Enjoying Stories and Books: “Dual Language Learners,” pp. 335–336</p>	
3.F.05	U	<p>Chapter 1, Knowing Infants, Toddlers, and Twos: “Dual Language Learners,” pp. 39–40</p> <p>Chapter 13, Enjoying Stories and Books: “Dual Language Learners,” pp. 335–336</p>	
3.F.06	U	<p>Chapter 5, Building Partnerships With Families: “Involving Families in the Program,” pp. 202–204; “Offering a Variety of Ways to be Involved,” pp. 202–203; “Participating in the Program,” pp. 204–205</p> <p>Sections in all Routines Chapters (6–10): Letter to Families: “Sharing Thoughts About...”</p> <p>Sections in all Experiences Chapters (11–18): Letter to Families: “Sharing Thoughts About...”</p>	
3.F.07	T-P-K	<p>Chapter 2, Creating a Responsive Environment: “Talking With Infants, Toddlers, and Twos,” p. 163</p> <p>Sections in all Routines Chapters (6–10): “Responding to What Children Need”</p> <p>Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”</p>	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
3.G. Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge			
3.G.01	U	Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167; “Extending Children’s Knowledge and Skills,” p. 164 Sections in all Routines Chapters (6–10): “Responding to What Children Need” Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”	<i>Our Program for Infants, Toddlers & Twos: A Parent’s Guide</i> <i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Caring and Teaching:” “Guiding Children’s Learning: Talking With Infants, Toddlers, and Twos,” pp. 100–101 “Building Partnerships With Families,” pp.117–143
3.G.02	U	Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167; “Extending Children’s Knowledge and Skills,” p. 164; “Assessing Children’s Development and Learning,” pp. 168–178; “Using What You Have Learned to Plan,” pp. 177–178	
3.G.03	U	Chapter 4, Caring and Teaching: “Guiding Children’s Learning,” pp. 160–167; “Extending Children’s Knowledge and Skills,” p. 164; “Assessing Children’s Development and Learning,” pp. 168–178; “Using What You Have Learned to Plan,” pp. 177–178 Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”	<i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum Assessment Toolkit or CreativeCurriculum.net</i>
3.G.04	U	Sections in all Routines Chapters (6–10): “Caring and Teaching...” Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”	
3.G.05	U	Sections in all Routines Chapters (6–10): “Caring and Teaching...” Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”	
3.G.06	I	Chapter 1, Knowing Infants, Toddlers, and Twos: “Using the <i>Developmental Continuum</i> to Observe Children,” pp. 44–60 Chapter 2, Creating a Responsive Environment: “Responsive Planning,” pp. 95–104 Chapter 4, Caring and Teaching: “Setting the Foundation for Young Infants’ Self-Regulation,” p. 146; “Helping Mobile Infants Begin to Control Their Behavior,” p. 147 Chapter 5, Building Partnerships With Families: “Building Partnerships With Families,” pp.181–217 Sections in all Routines Chapters (6–10): “Caring and Teaching: Responding to What Children Need”: See sections on Young Infants, Mobile Infants Sections in all Experiences Chapters (11–18): “Caring and Teaching:” See sections on Young Infants and Mobile Infants	
3.G.07	T-P-K	Chapter 3, What Children Are Learning: “Building Language and Literacy Skills,” pp. 110–121; “Discovering Mathematical Relationships,” pp. 122–127; “Exploring Like Scientists,” pp. 129–135 Chapter 4, Caring and Teaching: “Promoting the Self-Regulation of Toddlers and Twos,” pp. 147–149 Sections in all Routines Chapters (6–10): “Caring and Teaching: Responding to What Children Need” Sections in all Experiences Chapters (11–18): “Caring and Teaching: Responding to and Planning for Each Child”	
3.G.08	U	Sections in all Routines Chapters (6–10): “Caring and Teaching...;” “Responding to What Children Need” Sections in all Experiences Chapters (11–18): “Caring and Teaching: Responding to and Planning for Each Child”	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum®</i> System
3.G.09	U	Sections in all Routines Chapters (6–10): “Caring and Teaching: Responding to What Children Need” Sections in all Experiences Chapters (11–18): “Caring and Teaching: Responding to and Planning for Each Child”	<i>Our Program for Infants, Toddlers & Twos: A Parent’s Guide</i>
3.G.10	U	Sections in all Routines Chapters (6–10): “Caring and Teaching: Responding to What Children Need” Sections in all Experiences Chapters (11–18): “Caring and Teaching: Responding to and Planning for Each Child”	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Caring and Teaching:” “Guiding Children’s Learning: Talking With Infants, Toddlers, and Twos,” pp. 100–101 “Building Partnerships With Families,” pp.117–143
3.G.11	U	Sections in all Routines Chapters (6–10): “Caring and Teaching: Responding to What Children Need” Sections in all Experiences Chapters (11–18): “Caring and Teaching: Responding to and Planning for Each Child”	<i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum Assessment Toolkit or CreativeCurriculum.net</i>
3.G.12	U	Sections in all Routines Chapters (6–10): “Caring and Teaching: Responding to What Children Need” Sections in all Experiences Chapters (11–18): “Caring and Teaching: Responding to and Planning for Each Child”	
3.G.13–3.G.14	P-K	These criteria do not apply to the age group of <i>The Creative Curriculum for Infants, Toddlers & Twos</i> .	
PROGRAM STANDARD 4—ASSESSMENT OF CHILD PROGRESS			
4.A. Creating an Assessment Plan			
4.A.01	U	Chapter 4, Caring and Teaching: “Assessing Children’s Development and Learning,” pp. 168–178; “Setting Up Systems for Observing and for Creating Portfolios,” pp. 169–170; “Collecting Facts,” pp. 171–174; “Analyzing Facts,” pp. 175–176; “Evaluating Each Child’s Progress,” pp. 176–177; “Using What You Have Learned to Plan,” pp. 177–178	<i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum Assessment System Teacher’s Guide</i>
4.A.02	U	Chapter 1, Knowing Infants, Toddlers, and Twos: “ <i>The Creative Curriculum Developmental Continuum for Infants, Toddlers & Twos</i> ,” pp. 47–57 Chapter 4, Caring and Teaching: “Assessing Children’s Development and Learning,” pp. 168–178; “Setting Up Systems for Observing and for Creating Portfolios,” pp. 169–170; “Collecting Facts,” pp. 171–174; “Analyzing Facts,” pp. 175–176; “Evaluating Each Child’s Progress,” pp. 176–177; “Using What You Have Learned to Plan,” pp. 177–178 Chapter 5, Building Partnerships With Families: “Communicating With Families,” pp. 193–201 Sections in all Routines Chapters (6–10): “Responding to What Children Need” Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”	<i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum Assessment Toolkit, or CreativeCurriculum.net: Family Conference Form; Child Planning Form; Group Planning Form; The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum</i>
4.A.03	U	Chapter 1, Knowing Infants, Toddlers, and Twos: “ <i>The Creative Curriculum Developmental Continuum for Infants, Toddlers & Twos</i> ,” pp. 47–57 Chapter 4, Caring and Teaching: “Assessing Children’s Development and Learning,” pp. 168–178; “Setting Up Systems for Observing and for Creating Portfolios,” pp. 169–170; “Collecting Facts,” pp. 171–174; “Analyzing Facts,” pp. 175–176; “Evaluating Each Child’s Progress,” pp. 176–177; “Using What You Have Learned to Plan,” pp. 177–178 Chapter 5, Building Partnerships With Families: “Communicating With Families,” pp. 193–201 Sections in all Routines Chapters (6–10): “Responding to What Children Need” Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Responsive Planning,” pp. 58–63 “Assessing Children’s Development and Learning: An Overview,” pp. 108–115

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
4.B. Using Appropriate Assessment Methods			
4.B.01	U	Chapter 4, Caring and Teaching: “Assessing Children’s Development and Learning,” pp. 168–178; “Setting Up Systems for Observing and for Creating Portfolios,” pp. 169–170; “Collecting Facts,” pp. 171–174; “Analyzing Facts,” pp. 175–176; “Evaluating Each Child’s Progress,” pp. 176–177; “Using What You Have Learned to Plan,” pp. 177–178	<i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum Assessment System Teacher’s Guide</i>
4.B.02	U	Chapter 1, Knowing Infants, Toddlers, and Twos: “ <i>The Creative Curriculum Developmental Continuum for Infants, Toddlers & Twos</i> ,” pp. 47–57 Chapter 4, Caring and Teaching: “Assessing Children’s Development and Learning,” pp. 168–178; “Setting Up Systems for Observing and for Creating Portfolios,” pp. 169–170; “Collecting Facts,” pp. 171–174; “Analyzing Facts,” pp. 175–176; “Evaluating Each Child’s Progress,” pp. 176–177; “Using What You Have Learned to Plan,” pp. 177–178	<i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum Assessment Toolkit, or CreativeCurriculum.net: Family Conference Form; Child Planning Form; Group Planning Form; The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum</i>
4.B.03	U	Chapter 1, Knowing Infants, Toddlers, and Twos: “ <i>The Creative Curriculum Developmental Continuum for Infants, Toddlers & Twos</i> ,” pp. 47–57 Chapter 4, Caring and Teaching: “Assessing Children’s Development and Learning,” pp. 168–178; “Setting Up Systems for Observing and for Creating Portfolios,” pp. 169–170; “Collecting Facts,” pp. 171–174; “Analyzing Facts,” pp. 175–176; “Evaluating Each Child’s Progress,” pp. 176–177; “Using What You Have Learned to Plan,” pp. 177–178	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Responsive Planning,” pp. 58–63 “Assessing Children’s Development and Learning: An Overview,” pp. 108–115
4.B.04	U	The program uses <i>The Creative Curriculum Developmental Continuum for Infants, Toddlers & Twos</i> , a valid and reliable tool.	
4.B.05	U		
4.B.06	U	Chapter 1, Knowing Infants, Toddlers, and Twos: “ <i>The Creative Curriculum Developmental Continuum for Infants, Toddlers & Twos</i> ,” pp. 47–57 Chapter 4, Caring and Teaching: “Assessing Children’s Development and Learning,” pp. 168–178; “Setting Up Systems for Observing and for Creating Portfolios,” pp. 169–170; “Collecting Facts,” pp. 171–174; “Analyzing Facts,” pp. 175–176; “Evaluating Each Child’s Progress,” pp. 176–177; “Using What You Have Learned to Plan,” pp. 177–178 Chapter 5, Building Partnerships With Families: “Communicating With Families,” pp. 193–201 Sections in all Routines Chapters (6–10): “Responding to What Children Need” Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
4.C. Identifying Children’s Interests and Needs and Describing Children’s Progress			
4.C.01	U	Teaching Strategies materials do not include screening instruments. Programs should use published screening instruments as necessary.	
4.C.02	U	Chapter 1, Knowing Infants, Toddlers, and Twos: “ <i>The Creative Curriculum Developmental Continuum for Infants, Toddlers & Twos,</i> ” pp. 47–57 Chapter 1, Knowing Infants, Toddlers, and Twos: “Social/Emotional Development,” pp. 22–26, “Physical Development,” pp. 26–28, “Cognitive Development,” pp. 29–31, “Language Development,” pp. 32–34	<i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum Assessment System Teacher’s Guide</i> <i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum Assessment Toolkit, or CreativeCurriculum.net: Family Conference Form; Child Planning Form; Group Planning Form; The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum</i>
4.C.03	U	“ <i>The Creative Curriculum for Infants, Toddlers & Twos Goals and Objectives at a Glance,</i> ” p. 424	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Responsive Planning,” pp. 58–63 “Assessing Children’s Development and Learning: An Overview,” pp. 108–115

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
4.D. Adapting Curriculum, Individualizing Teaching, and Informing Program Development			
4.D.01	U	Chapter 4, Caring and Teaching: “Assessing Children’s Development and Learning,” pp. 168–178; “Setting Up Systems for Observing and for Creating Portfolios,” pp. 169–170; “Collecting Facts,” pp. 171–174; “Analyzing Facts,” pp. 175–176; “Evaluating Each Child’s Progress,” pp. 176–177; “Using What You Have Learned to Plan,” pp. 177–178 “Individual Care Plan,” p. 429	<p><i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum Assessment System Teacher’s Guide</i></p> <p><i>The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum Assessment Toolkit, or CreativeCurriculum.net: Family Conference Form; Child Planning Form; Group Planning Form; Individual Child Profile; The Creative Curriculum for Infants, Toddlers & Twos Developmental Continuum</i></p> <p><i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Responsive Planning,” pp. 58–63 “Assessing Children’s Development and Learning: An Overview,” pp. 108–115</p>
4.D.02	U	Chapter 2, Creating a Responsive Environment: “Using the Weekly Planning Forms,” pp. 96–100 Chapter 4, Caring and Teaching: “Using What You Have Learned to Plan,” pp. 177–178	
4.D.03	U	Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”	
4.D.04	U	Chapter 4, Caring and Teaching: “Assessing Children’s Development and Learning,” pp. 168–178; “Setting Up Systems for Observing and for Creating Portfolios,” pp. 169–170; “Collecting Facts,” pp. 171–174; “Analyzing Facts,” pp. 175–176; “Evaluating Each Child’s Progress,” pp. 176–177; “Using What You Have Learned to Plan,” pp. 177–178; “Individual Care Plan Family Information Form,” pp. 425–427; “Individual Care Plan,” p. 429 Sections in all Experiences Chapters (11–18): “Responding to and Planning for Each Child”	
4.D.05	I	Sections in all Routines Chapters (6–10): “Responding to What Children Need”: See sections on Young Infants and Mobile Infants Sections in all Experiences Chapters (11–18): “Caring and Teaching” and “Responding to and Planning for Each Child;”—see sections on Young Infants and Mobile Infants	
4.D.06	I	Chapter 2, Creating a Responsive Environment: “Individualizing the Schedule for Infants,” pp. 88–91 Sections in all Routines Chapters (6–10): “Responding to What Children Need”: See sections on Young Infants and Mobile Infants Sections in all Experiences Chapters (11–18): “Caring and Teaching” and “Responding to and Planning for Each Child:” See sections on Young Infants and Mobile Infants	
4.D.07	T-P-K	Chapter 4, Caring and Teaching: “Talking With Infants, Toddlers, and Twos,” p. 163 Sections in all Routines Chapters (6–10): “Responding to What Children Need”: See sections on Toddlers and Twos Sections in all Experiences Chapters (11–18): “Caring and Teaching” and “Responding to and Planning for Each Child:” See sections on Toddlers and Twos	
4.D.08	T-P-K	Chapter 2, Creating a Responsive Environment: “Using the Weekly Planning Forms,” pp. 96–100 Chapter 4, Caring and Teaching: “Using What You Have Learned to Plan,” pp. 177–178	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
4.E. Communicating with Families and Involving Families in the Assessment Process			
4.E.01	U	Chapter 5, Building Partnerships With Families: “Welcoming Families to Your Program,” pp. 188–192; “Creating a Welcoming Environment,” pp. 188–189; “Orienting New Families,” pp. 189–191; “Developing an <i>Individual Care Plan</i> for Each Child,” p. 191; “Reaching Out to All Family Members,” p. 192; “Communicating With Families,” pp. 193–201; “Building Trust Through Daily Interactions,” pp. 193–194; “Making the Most of Daily Exchanges,” pp. 195–196; “Communicating in More Formal Ways,” pp. 197–198; “Holding Conferences With Families,” pp. 198–200; “Making Home Visits,” pp. 200–201; “Involving Families in the Program,” pp. 202–204; “Offering a Variety of Ways to be Involved,” pp. 202–203; “Participating in the Program,” pp. 204–205	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Building Partnerships With Families,” pp.117–143 “Sharing the Value of Routines With Families,” pp. 154–155 “Sharing the Value of Experiences With Families,” pp. 218–219 <i>The Creative Curriculum® LearningGames® Birth–12 Months, 12–24 Months, and 24–36 Months</i>
4.E.02	U	Chapter 5, Building Partnerships With Families: “Communicating in More Formal Ways,” pp. 197–198; “Holding Conferences With Families,” pp. 198–200	<i>The Creative Curriculum® LearningGames® Teacher’s Guide</i>
4.E.03	U	Chapter 5, Building Partnerships With Families: “Communicating in More Formal Ways,” pp. 197–198; “Holding Conferences With Families,” pp. 198–200; “Making Home Visits,” pp. 200–201	<i>The Creative Curriculum® LearningGames®: A Home Visitor’s Guide</i>
4.E.04	U	Chapter 5, Building Partnerships With Families: “Responding to Challenging Situations,” pp. 206–216; “Resolving Differences: A Partnership Approach,” pp. 206–208; “Working Through Conflicts,” pp. 209–213; “Supporting the Families of Children With Disabilities,” pp. 215–216	<i>Our Program for Infants, Toddlers & Twos: A Parent’s Guide</i>
4.E.05	U	Chapter 5, Building Partnerships With Families: “Welcoming Families to Your Program,” pp. 188–192; Communicating With Families,” pp. 193–201	<i>The Creative Curriculum® for Infants, Toddlers & Twos Developmental Continuum Assessment Toolkit Family Conference Form</i>
4.E.06	U	Chapter 5, Building Partnerships With Families: “Holding Conferences With Families,” pp. 198–200	
4.E.07	U	Chapter 5, Building Partnerships With Families: “Orienting New Families,” pp. 189–191; “Holding Conferences With Families,” pp. 198–200	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
PROGRAM STANDARD 7—FAMILIES			
7.A. Knowing and Understanding the Program's Families			
7.A.01	U	Chapter 5, Building Partnerships With Families: “Special Concerns of Families With Children Under the Age of Three,” p. 182; “Wanting to Be a Part of Their Child’s Day,” p. 184; “Appreciating Differences Among Families,” pp. 185–186; “Understanding the Influence of Culture,” pp. 186–187; “Building Trust Through Daily Interactions,” pp. 193–194; “Making the Most of Daily Exchanges,” pp. 195–196; “Responding to Challenging Situations,” pp. 206–216; “Resolving Differences: A Partnership Approach,” pp. 206–208; “Working Through Conflicts,” pp. 209–213	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Building Partnerships With Families,” pp.117–143 “Sharing the Value of Routines With Families,” pp. 154–155 “Sharing the Value of Experiences With Families,” pp. 218–219
7.A.02	U	Chapter 5, Building Partnerships With Families: “Developing an <i>Individual Care Plan</i> for Each Child,” p. 191; “Reaching Out to All Family Members,” p. 192; “Communicating With Families,” pp. 193–201: “Building Trust Through Daily Interactions,” pp. 193–194; “Making the Most of Daily Exchanges,” pp. 195–196; “Holding Conferences With Families,” pp. 198–200; “Making Home Visits,” pp. 200–201	<i>The Creative Curriculum® LearningGames® Birth–12 Months, 12–24 Months, and 24–36 Months</i> <i>The Creative Curriculum® LearningGames® Teacher’s Guide</i>
7.A.03	U	Chapter 1, Knowing Infants, Toddlers, and Twos: “How Culture Might Affect Social/Emotional, Physical, Cognitive, and Language Development,” pp. 25–26, p. 28, p. 31, and p. 34; “Individual Differences,” pp. 35–43 Chapter 5, Building Partnerships With Families: “Appreciating Differences Among Families,” pp. 185–186; “Understanding the Influence of Culture,” pp. 186–187	<i>Our Program for Infants, Toddlers & Twos: A Parent’s Guide</i>
7.A.04	U		
7.A.05	U	Chapter 5, Building Partnerships With Families: “Developing an <i>Individual Care Plan</i> for Each Child,” p. 191; “Reaching Out to All Family Members,” p. 192; “Communicating With Families,” pp. 193–201: “Building Trust Through Daily Interactions,” pp. 193–194; “Making the Most of Daily Exchanges,” pp. 195–196; “Holding Conferences With Families,” pp. 198–200	
7.A.06	U	Chapter 5, Building Partnerships With Families: “Welcoming Families to Your Program,” pp. 188–192; “Orienting New Families,” pp. 189–191; “Communicating With Families,” pp. 193–201: “Building Trust Through Daily Interactions,” pp. 193–194; “Making the Most of Daily Exchanges,” pp. 195–196; “Holding Conferences With Families,” pp. 198–200; “Making Home Visits,” pp. 200–201	
7.A.07	U	Chapter 5, Building Partnerships With Families: “Involving Families in the Program,” pp. 202–204; “Participating in the Program,” pp. 204–205	
7.A.08	U	Chapter 4, Caring and Teaching: “Collecting Facts,” pp. 171–174; “Analyzing Facts,” pp. 175–176; “Using What You Have Learned to Plan,” pp. 177–178 Chapter 5, Building Partnerships With Families: “Communicating With Families,” pp. 193–201: “Building Trust Through Daily Interactions,” pp. 193–194; “Making the Most of Daily Exchanges,” pp. 195–196; “Holding Conferences With Families,” pp. 198–200; “Making Home Visits,” pp. 200–201	
7.A.09	U	Chapter 5, Building Partnerships With Families: “Communicating With Families,” pp. 193–201: “Building Trust Through Daily Interactions,” pp. 193–194; “Making the Most of Daily Exchanges,” pp. 195–196; “Holding Conferences With Families,” pp. 198–200; “Making Home Visits,” pp. 200–201	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
7.A.10	U	Chapter 5, Building Partnerships With Families: “Special Concerns of Families With Children Under the Age of Three,” p. 182; “The Stress of Parenting an Infant,” p. 183; “Communicating With Families,” pp. 193–201; “Building Trust Through Daily Interactions,” pp. 193–194; “Making the Most of Daily Exchanges,” pp. 195–196; “Holding Conferences With Families,” pp. 198–200; “Making Home Visits,” pp. 200–201 Sections in all Routines Chapters (6–10): “Working in Partnership With Families;” Letter to Families: “Sharing Thoughts About...”	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Building Partnerships With Families,” pp.117–143 “Sharing the Value of Routines With Families,” pp. 154–155 “Sharing the Value of Experiences With Families,” pp. 218–219
7.A.11	U	Chapter 5, Building Partnerships With Families: “Creating a Welcoming Environment,” pp. 188–189; “Building Trust Through Daily Interactions,” pp. 193–194	<i>The Creative Curriculum® LearningGames® Birth–12 Months, 12–24 Months, and 24–36 Months</i>
7.A.12	U	Chapter 5, Building Partnerships With Families: “Offering a Variety of Ways to be Involved,” pp. 202–203	
7.A.13	U		<i>The Creative Curriculum® LearningGames® Teacher’s Guide</i>
7.A.14	U	Chapter 5, Building Partnerships With Families: “Offering a Variety of Ways to be Involved,” pp. 202–203	<i>Our Program for Infants, Toddlers & Twos: A Parent’s Guide</i>
7.B. Sharing Information Between Staff and Families			
7.B.01	U	Chapter 5, Building Partnerships With Families: “Welcoming Families to Your Program,” pp. 188–192; “Creating a Welcoming Environment,” pp. 188–189; “Holding Conferences With Families,” pp. 198–200; “Making Home Visits,” pp. 200–201	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Building Partnerships With Families,” pp.117–143 “Sharing the Value of Routines With Families,” pp. 154–155 “Sharing the Value of Experiences With Families,” pp. 218–219
7.B.02	U	Chapter 1, Knowing Infants, Toddlers, and Twos: “How Culture Might Affect Social/Emotional, Physical, Cognitive, and Language Development,” pp. 25–26, p. 28, p. 31, and p. 34; “Individual Differences,” pp. 35–43 Chapter 5, Building Partnerships With Families: “Appreciating Differences Among Families,” pp. 185–186; “Understanding the Influence of Culture,” pp. 186–187	
7.B.03	U	Chapter 5, Building Partnerships With Families: “Holding Conferences With Families,” pp. 198–200	<i>The Creative Curriculum® LearningGames® Birth–12 Months, 12–24 Months, and 24–36 Months</i>
7.B.04	U	Chapter 5, Building Partnerships With Families: “Holding Conferences With Families,” pp. 198–200; “Supporting the Families of Children With Disabilities,” pp. 215–216	<i>The Creative Curriculum® LearningGames® Teacher’s Guide</i>
7.B.05	I-T	Chapter 5, Building Partnerships With Families: “Communicating With Families,” pp. 193–201; “Building Trust Through Daily Interactions,” pp. 193–194; “Making the Most of Daily Exchanges,” pp. 195–196; “Communicating in More Formal Ways,” pp. 197–198; “Holding Conferences With Families,” pp. 198–200	<i>Our Program for Infants, Toddlers & Twos: A Parent’s Guide</i>
7.B.06	U	Chapter 5, Building Partnerships With Families: “Communicating With Families,” pp. 193–201; “Building Trust Through Daily Interactions,” pp. 193–194; “Making the Most of Daily Exchanges,” pp. 195–196; “Communicating in More Formal Ways,” pp. 197–198; “Holding Conferences With Families,” pp. 198–200	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
7.C. Nurturing Families as Advocates for Their Children			
7.C.01	U	Chapter 5, Building Partnerships With Families: “Special Concerns of Families With Children Under the Age of Three,” p. 182; “Wanting to Be a Part of Their Child’s Day,” p. 184; “Appreciating Differences Among Families,” pp. 185–186; “Understanding the Influence of Culture,” pp. 186–187; “Building Trust Through Daily Interactions,” pp. 193–194; “Making the Most of Daily Exchanges,” pp. 195–196; “Responding to Challenging Situations,” pp. 206–216; “Resolving Differences: A Partnership Approach,” pp. 206–208; “Working Through Conflicts,” pp. 209–213	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Building Partnerships With Families,” pp.117–143 “Sharing the Value of Routines With Families,” pp. 154–155 “Sharing the Value of Experiences With Families,” pp. 218–219
7.C.02	U	Chapter 5, Building Partnerships With Families: “Building Partnerships With Families,” pp.181–217, especially “Holding Conferences With Families,” pp. 198–200; “Responding to Challenging Situations,” pp. 206–216	<i>The Creative Curriculum® LearningGames® Birth–12 Months, 12–24 Months, and 24–36 Months</i>
7.C.03	U		
7.C.04	U	Chapter 5, Building Partnerships With Families: “Building Partnerships With Families,” pp.181–217, especially “Holding Conferences With Families,” pp. 198–200; “Responding to Challenging Situations,” pp. 206–216	<i>The Creative Curriculum® LearningGames® Teacher’s Guide</i>
7.C.05	U	Chapter 5, Building Partnerships With Families: “Supporting Families Who Are Under Stress,” pp. 213–214	<i>Our Program for Infants, Toddlers & Twos: A Parent’s Guide</i>
7.C.06	U		
7.C.07	U		
7.C.08	U		
PROGRAM STANDARD 9— PHYSICAL ENVIRONMENT			
9.A. Indoor and Outdoor Equipment, Materials, and Furnishings			
9.A.01	U	Chapter 2, Creating a Responsive Environment: “Setting Up the Physical Environment,” pp. 64–85; “Space-Planning Guidelines,” p. 64; “Creating Places for Routines and Experiences,” pp. 65–67; “Greeting Area,” p. 65; “Diapering and Toileting Areas,” pp. 65–66; “Sleeping Area,” p. 66; “Nursing Area,” p. 66; “Eating Area,” p. 67; “Areas for Experiences,” p. 67; “Adapting the Environment for Children With Disabilities,” pp. 81–83	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Understanding that Each Child is Unique: Disabilities,” pp. 32–33 “Creating a Responsive Environment:” “Setting Up the Physical Environment,” pp. 44–45; “Selecting and Displaying Materials,” pp. 46–47; “Messages Conveyed by the Environment,” pp. 50–51; “Creating a Schedule,” pp. 52–57 Workshops on Routines, pp. 145–205 Workshops on Experiences, pp. 207–283
9.A.02	U	Chapter 2, Creating a Responsive Environment: “Setting Up the Physical Environment,” pp. 64–85 Chapter 6, Hellos and Good-Byes: “Creating an Environment for Hellos and Good-Byes,” pp. 223–224 Chapter 7, Diapering and Toileting: “Creating an Environment for Diapering and Toileting,” pp. 235–236 Chapter 9, Sleeping and Nap Time: “Creating an Environment for Sleeping and Nap Time,” pp. 265–267 Chapter 10, Getting Dressed: “Creating an Environment for Getting Dressed,” p. 279	<i>Our Program for Infants, Toddlers & Twos: A Parent’s Guide</i>
9.A.03	U	Chapter 2, Creating a Responsive Environment: “Suggestions for A Safe Environment,” p. 78; “Adapting the Environment for Children With Disabilities,” pp. 81–83 Sections in all Experiences Chapters (11–18): “Creating an Environment for ...;” “Selecting Materials for Different Ages”	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
9.A.04	U	Chapter 2, Creating a Responsive Environment: “Setting Up the Physical Environment,” pp. 64–85: see especially “Selecting Materials,” pp. 74–75; “Choose Materials That Honor Diversity,” p. 74; “Features of Good Toys and Materials,” p. 75 Sections in all Experiences Chapters (11–18): “Creating an Environment for ...;” “Selecting Materials for Different Ages”	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> “Understanding that Each Child is Unique: Disabilities,” pp. 32–33 “Creating a Responsive Environment:” “Setting Up the Physical Environment,” pp. 44–45; “Selecting and Displaying Materials,” pp. 46–47; “Messages Conveyed by the Environment,” pp. 50–51; “Creating a Schedule,” pp. 52–57 Workshops on Routines, pp. 145–205 Workshops on Experiences, pp. 207–283 <i>Our Program for Infants, Toddlers & Twos: A Parent’s Guide</i>
9.A.05	U	Chapter 2, Creating a Responsive Environment: “Setting Up the Physical Environment,” pp. 64–85; “Space-Planning Guidelines,” p. 64	
9.A.06	U	Chapter 2, Creating a Responsive Environment: “Setting Up the Physical Environment,” pp. 64–85	
9.A.07	U	Chapter 2, Creating a Responsive Environment: “Displaying Materials,” p. 76 Sections in all Experiences Chapters (11–18): “Creating an Environment for ...;” “Selecting Materials for Different Ages”	
9.A.08	U	Chapter 2, Creating a Responsive Environment: “Selecting Materials,” pp. 74–75; “Displaying Materials,” p. 76 Sections in all Experiences Chapters (11–18): “Creating an Environment for ...;” “Selecting Materials for Different Ages”	
9.A.09	U	Chapter 2, Creating a Responsive Environment: “Setting Up the Physical Environment,” pp. 64–85; “Selecting Materials,” pp. 74–75; “Displaying Materials,” p. 76; “Sending Positive Messages,” pp. 83–85 Chapter 5, Building Partnerships With Families: “Creating a Welcoming Environment,” pp. 188–189	
9.A.10	U	Chapter 2, Creating a Responsive Environment: “Setting Up a Room for Young Infants,” pp. 68, 70; “Setting Up a Room for Mobile Infants,” pp. 69–70; “Setting Up Rooms for Toddlers and Twos,” pp. 71–73	
9.A.11	U	Chapter 2, Creating a Responsive Environment: “Keeping Children Safe and Healthy,” pp. 77–79	
9.A.12	U	Chapter 2, Creating a Responsive Environment: “Space-Planning Guidelines,” p. 64; “Designing Spaces for Each Age Group,” pp. 67–73; “Organizing the Environment for Mixed-Age Groups,” pp. 80–81; “Adapting the Environment for Children With Disabilities,” pp. 81–83	
9.A.13	U	Chapter 2, Creating a Responsive Environment: “Setting Up the Physical Environment,” pp. 64–85: see especially “Selecting Materials,” pp. 74–75 Section in all Experiences Chapters (11–18): “Selecting Materials for Different Ages”	
9.A.14	I	Chapter 2, Creating a Responsive Environment: “Meeting the Needs of Adults for Comfort,” pp. 82–83 Chapter 8, Eating and Mealtimes: “Creating an Environment for Eating and Mealtimes,” pp. 249–250; “Always Hold Young Infants When Feeding Them Bottles,” p. 252; “Working in Partnership With Families,” p. 260	
9.A.15	I	Chapter 8, Eating and Mealtimes: “Creating an Environment for Eating and Mealtimes,” pp. 249–250; “Working in Partnership With Families,” p. 260	

NAEYC #	Age	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i>	Related Products in <i>The Creative Curriculum® System</i>
9.B. Outdoor Environmental Design			
9.B.01	U	Chapter 18, Going Outdoors: pp. 403–421	<i>A Trainer’s Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> Chapter 18: “Going Outdoors,” pp. 277–283
9.B.02		Chapter 18, Going Outdoors: “Considerations for Keeping Children Safe and Healthy During Outdoor Play,” pp. 406–408	
9.B.03		Chapter 18, Going Outdoors: “Considerations for Keeping Children Safe and Healthy During Outdoor Play,” pp. 406–408	
9.B.04			
9.B.05			
9.B.06		Chapter 18, Going Outdoors: “Considerations for Keeping Children Safe and Healthy During Outdoor Play,” pp. 406–408	
9.B.07			
9.C. Building and Physical Design			
9.C.1– 9.C.15	U		
9.C.16	I-T	<p>Chapter 2, Creating a Responsive Environment: “Suggestions for A Safe Environment [Bullet #8: ‘Check all toys and other materials to make sure that they do not present choking hazards...’],” p. 78</p> <p>Chapter 8, Eating and Mealtimes: “Avoid serving foods that may cause choking,” p. 254</p> <p>Chapter 9, Sleeping and Nap Time: “Do not put children to sleep with a bottle,” p. 269</p> <p>Chapter 14, Connecting With Music and Movement: “Music and Movement Materials for Mobile Infants, Toddlers, and Twos” p. 346 [para. 1: “Make sure that anything with small objects...does not present a choking hazard.”]</p> <p>Chapter 16, Tasting and Preparing Food: “Keeping Children Safe and Healthy [Food Safety—see precautions against choking in last paragraph],” p. 379</p> <p>Chapter 18, Going Outdoors: “Selecting Outdoor Materials for Mobile Infants [see precautions against choking on p. 412, top paragraph],” pp. 411–412</p>	
9.C.17	I-T		
9.D Environmental Health			
9.D.1– 9.D.9	U		