

**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 Preschool and Other Publications in *The Creative Curriculum*® System

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

The Creative Curriculum system includes curriculum, assessment, implementation and evaluation, and professional development. 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.

1. Relationships	2
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Resources (* = Material also available in Spanish)

Curriculum

- * *The Creative Curriculum for Preschool*
- Literacy: The Creative Curriculum Approach*
- Mathematics: The Creative Curriculum Approach*
- The Creative Curriculum Literacy Kits*
- The Creative Curriculum Math Kits*
- The Creative Curriculum Study Starters: a step-by-step guide to project-based investigations in science and social studies.* (Vol. 1: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, Balls*; Vol. 2: *Chairs and Things to Sit On, Wheels, Water Pipes, Trash & Garbage, Shadows, Exercise*).

Assessment, Implementation, and Parent Information

- * *The Creative Curriculum for Preschool Developmental Continuum* Assessment System
- * *The Expanded Forerunners of The Creative Curriculum Developmental Continuum for Ages 3–5*
- A Trainer’s Guide to The Creative Curriculum for Preschool, Volume 1: Getting Started*
- A Trainer’s Guide to The Creative Curriculum for Preschool, Volume 2: Literacy*
- *Note: The accompanying *Workshop Handbook* for training participants is available in both English and Spanish.
- * *The Creative Curriculum for Preschool Implementation Checklist*
- * *A Parent’s Guide to Preschool*
- The Creative Curriculum*® LearningGames®
- Using The Creative Curriculum*® LearningGames® With Families: *A Teacher’s Guide*

Primary References

- Dodge, D. T., Colker, L. J., & Heroman, C. (2002). *The Creative Curriculum for Preschool*. 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 10, 2007 from <http://www.naeyc.org/academy/standards/>

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
PROGRAM STANDARD 1—RELATIONSHIPS			
1.A. Building Positive Relationships Among Teachers and Families			
1.A.01	U	Chapter 5: “Partnering With Families on Children’s Learning,” pp. 225–234	<i>A Parent’s Guide to Preschool</i> <i>A Trainer’s Guide to The Creative Curriculum for Preschool, Volume 1: Getting Started: “The Family’s Role”</i>
1.A.02	U	Chapter 5: “Appreciating Differences,” pp. 212–213; “Gaining Self-Awareness,” p. 213; “Using Initial Contacts to Learn About Families,” pp. 214–217; “Ways for Families to Be Involved: Sharing Their Culture,” p. 226	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Family’s Role”</i>
1.A.03	U	Chapter 5: “Communicating With Families: Daily Exchanges, Formal Communications,” pp. 223–224; “Partnering With Families on Children’s Learning,” pp. 225–234; “Meeting With Families to Share Information and Plan,” pp. 231–234	<i>A Parent’s Guide to Preschool</i> <i>A Trainer’s Guide, Vol. 1: Getting Started: “The Family’s Role”</i>
1.A.04	U	Chapter 5: “How to Convey Positive Messages,” p. 219; “Conveying Positive Messages to Families,” p. 221; “Offering a Variety of Ways to Be Involved,” pp. 225–227; “Ways for Families to Be Involved,” p. 226; “Meeting With Families to Share Information and Plan,” pp. 231–234; “Dealing With Misunderstandings,” pp. 236–238; “Responding to Challenging Situations,” pp. 235–240; “Addressing Differences Constructively,” pp. 239–240	<i>A Parent’s Guide to Preschool</i> <i>A Trainer’s Guide, Vol. 1: Getting Started: “The Family’s Role”</i>
1.A.05	U	Chapter 5: “Making Families Feel Welcome,” pp. 218–222; “Creating a Welcoming Environment,” pp. 218–219; “Communicating With Families: Daily Exchanges, Formal Communications,” pp. 223–224; “Meeting With Families to Share Information and Plan,” pp. 231–234; “Making Classroom Participation Meaningful,” pp. 228–231	<i>A Parent’s Guide to Preschool</i> <i>A Trainer’s Guide, Vol. 1: Getting Started: “The Family’s Role”</i>
1.B. Building Positive Relationships Between Teachers and Children			
1.B.01	U	Chapter 2: “Mealtimes,” pp. 89–91; “Creating a Classroom Community,” pp. 102–122, especially “Building a Relationship With Each Child,” pp. 103–105 Sections in all Interest Area chapters: “How Each Interest Area Promotes Social/Emotional Development”	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Learning Environment”</i> (“Promoting Positive Relationships,” “Developing Rules,” “Handling Conflicts,” “Responding To Challenging Behavior”) and “The Teacher’s Role”
1.B.02	U	Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108, and “Building a Relationship With Each Child,” pp. 103–105	<i>A Trainer’s Guide, Vol. 1: Getting Started: “How Children Develop and Learn”</i> (and “The Learning Environment” (“Promoting Positive Relationships”))
1.B.03	U	Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108, and “Building a Relationship With Each Child,” pp. 103–105; “Validate Children’s Accomplishments and Progress,” pp. 104–105; “Helping Children to Regain Control,” pp. 121–122	<i>A Trainer’s Guide, Vol. 1: Getting Started: “How Children Develop and Learn”</i> and “The Learning Environment” (“Promoting Positive Relationships”))
1.B.04	U	Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105 Sections in all Interest Area chapters: “How Each Interest Area Promotes Social/Emotional, Physical, Cognitive, and Language Development” “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in Each Interest Area”	<i>A Trainer’s Guide, Vol. 1: Getting Started: “Promoting Positive Relationships,”</i> pp. 86–87; “The Teacher’s Role,”

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1.B.05	U	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108, and “Building a Relationship With Each Child,” pp. 103–105; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p> <p>Sections in all Interest Area chapters: “How Each Interest Area Promotes Social/Emotional Development”</p>	<p><i>A Trainer’s Guide</i>, Vol. 1: <i>Getting Started</i>: “The Learning Environment” (“Promoting Positive Relationships,” “Developing Rules,” “Handling Conflicts,” “Responding To Challenging Behavior”)</p>
1.B.06	U	<p>Chapter 2: “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p>	<p><i>A Trainer’s Guide</i>, Vol. 1: <i>Getting Started</i>: “The Learning Environment” (“Promoting Positive Relationships,” “Developing Rules,” “Handling Conflicts,” “Responding To Challenging Behavior”)</p>
1.B.07	U	<p>Chapter 1: “Individual Differences,” pp. 27–41; “Gifted Children,” pp. 35–36; “Children With Disabilities,” pp. 36–38; “English Language Learners,” pp. 38–41</p> <p>Chapter 2: “Adaptations for Children With Disabilities,” pp. 71–72; “You Belong Here,” p. 77</p> <p>Chapter 4: “Adapting Instruction to Include all Children: Teaching Children Who Are Gifted,” pp. 179–180; “Teaching Children With Disabilities,” pp. 180–181; “Teaching English Language Learners,” pp. 181–183</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in Each Interest Area”</p>	<p><i>A Trainer’s Guide</i>, Vol. 1: <i>Getting Started</i>: “How Children Develop and Learn,” “The Teacher’s Role,” and “Interest Areas”</p>
1.B.08	U	<p>Chapter 2: “Setting Up and Maintaining the Classroom: Establishing Interest Areas and Other Aspects of the Physical Setting,” pp. 62–72; “Displaying and Labeling Materials,” pp. 65–67; “Choice Time,” pp. 87–88</p> <p>Chapter 4: Child-Initiated Learning,” pp. 173–174; “Interacting With Children to Promote Learning,” pp. 175–178; “Adapting Instruction to Include All Children,” pp. 179–183; “Promoting Learning in Interest Areas,” pp. 187–189</p> <p>All Interest Area Chapters, 6–16, especially sections discussing teacher-child interaction, such as The Teacher’s Role and:</p> <p>Chapter 6: “Talking With Children About Their Block Structures,” pp. 261–263; “Supporting Children in Moving to the Next Stage,” pp. 263–267</p> <p>Chapter 7: “Making Suggestions to Stimulate Dramatic Play,” p. 287; “Participating in Children’s Play,” p. 288; “Introducing New Props to Enhance a Study,” pp. 289–290</p> <p>Chapter 12: “Facilitating Children’s Investigations in Sand and Water,” pp. 417–418</p> <p>Sections in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in Each Interest Area”</p>	<p><i>Literacy: The Creative Curriculum Approach</i></p> <p><i>Mathematics: The Creative Curriculum Approach</i></p> <p><i>The Creative Curriculum Study Starters</i></p> <p><i>A Trainer’s Guide</i>, Vol. 1: <i>Getting Started</i>: “The Learning Environment” and “Interest Areas”</p>

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
1.B.09	U	Chapter 2: “Disruptive Behavior: Environmental Causes and Strategies,” p. 81; “Responding to Challenging Behavior,” pp. 116–122	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Promoting Positive Relationships in the Classroom,” pp. 86–87; “Developing Rules for a Classroom Community,” pp. 88–89; “Handling Conflicts Between Children,” pp. 90–91; “Responding to Challenging Behavior,” pp. 92–93
1.B.10	U	Chapter 2: “Mealtimes,” pp. 89–91; “Disruptive Behavior: Environmental Causes and Strategies,” p. 81; “Responding to Challenging Behavior,” pp. 116–122	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Promoting Positive Relationships,” “Developing Rules,” “Handling Conflicts,” and “Responding To Challenging Behavior,” pp. 86–93
1.B.11–1.B.14	I or I-T	These criteria do not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	
1.B.15	T-P-K	Chapter 2: “Building a Relationship With Each Child,” pp. 103–105 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178 Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in Each Interest Area”	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “How Children Develop and Learn,” “The Teacher’s Role,” and “Promoting Positive Relationships,” “Developing Rules,” “Handling Conflicts,” and “Responding To Challenging Behavior,” pp. 86–93
1.C. Helping Children Make Friends			
1.C.01	I	This criterion does not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	
1.C.02	T-P-K	Chapter 2: “Helping Children to Make Friends,” pp. 105–106, “Classroom Strategies That Support Friendships,” pp. 107–108	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment” (“Promoting Positive Relationships”)
1.C.03	T-P-K	Chapter 2: “Helping Children to Make Friends,” pp. 105–106, “Classroom Strategies That Support Friendships,” pp. 107–108	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment”
1.C.04	T-P-K	Chapter 2: “Handling Problems Between Children,” pp. 110–114, and “Coaching Children on How to Be Assertive,” p. 120	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Handling Conflicts” and “Responding To Challenging Behavior,” pp. 90–93
1.C.05	T-P-K	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Developing Rules,” “Handling Conflicts,” and “Responding To Challenging Behavior,” pp. 88–93
1.C.06	T-P-K	Chapter 2: “Helping Children to Make Friends,” pp. 105–106, “Classroom Strategies That Support Friendships,” pp. 107–108; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Coaching Children on How to Be Assertive,” p. 120	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Promoting Positive Relationships,” pp. 86–87; “Handling Conflicts,” pp. 90–91; “Responding To Challenging Behavior,” pp. 92–93
1.D. Creating a Predictable, Consistent, and Harmonious Classroom			
1.D.01	U	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 2: “Classroom Displays,” pp. 68–69; “Creating a Classroom Community,” pp. 102–122 Chapter 5: “Appreciating Family Differences,” pp. 212–213; “Making Families Feel Welcome,” pp. 218–222	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Setting the Stage” and “The Learning Environment”

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1.D.02	T-P-K	Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Developing Rules for a Classroom Community,” pp. 108–110	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Developing Rules,” pp. 88–89
1.D.03	T-P-K	Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81, especially “How Is the Physical Setting Working?” p. 79; “What Problems Might Be Related to the Physical Setting?” pp. 80–81; “Disruptive Behavior: Environmental Causes and Strategies,” p. 81; “Responding to Challenging Behavior,” pp. 116–122	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment”
1.D.04	T-P-K	Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 2: “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122 Chapter 7: “Dramatic Play,” pp. 271–293 Sections in all Interest Area chapters: “How Each Interest Area Promotes Social/Emotional Development”	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Promoting Positive Relationships,” “Developing Rules,” “Handling Conflicts,” and “Responding To Challenging Behavior,” pp. 86–93
1.D.05	T-P-K	Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Creating a Classroom Community,” pp. 102–122; “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Developing Rules for a Classroom Community,” pp. 108–110	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment,” pp. 86–93 (“Promoting Positive Relationships,” “Developing Rules,” “Handling Conflicts,” “Responding To Challenging Behavior”)
1.E. Addressing Challenging Behaviors			
1.E.01	T-P-K	Chapter 2: “Responding to Challenging Behavior,” pp. 116–122 Chapter 4: “Adapting Instruction to Include All Children,” pp. 179–183 Chapter 5: “Meeting With Families to Share Information and Plan,” pp. 231–234	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Setting the Stage,” pp. 1–27; “How Children Develop and Learn,” pp. 29–55; “The Teacher’s Role,” pp. 111–139; and “The Learning Environment,” pp. 57–107
1.E.02	T-P-K	Chapter 2: “Common Challenging Behaviors,” pp. 116–120; “Determining the Causes of Challenging Behavior,” pp. 120–121 Chapter 4: “Observing Children,” pp. 166–172; “How, When, What to Observe,” pp. 166–167; “Documenting Your Observations,” p. 200	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Teacher’s Role” (“Observing Children: Why, When, What and How to Observe,” pp. 114–117; “Observing and Responding to Children,” pp. 118–119)
1.E.03	T-P-K	Chapter 2: “Does The Classroom Convey the Positive Messages I Intend?” pp. 76–78; “How Is the Physical Setting Working?” p. 79; “Common Challenging Behaviors,” pp. 116–120; “Coaching Children on How to Be Assertive,” p. 120; “Determining the Causes of Challenging Behavior,” pp. 120–121; “Helping Children to Regain Control,” pp. 121–122 Chapter 4: “Analyzing and Evaluating the Collected Facts,” pp. 204–205; “Using What You’ve Learned to Plan,” pp. 206–208	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Promoting Positive Relationships,” “Developing Rules,” “Handling Conflicts,” and “Responding To Challenging Behavior,” pp. 86–93
1.E.04	T-P-K	Chapter 2: “Responding to Challenging Behavior,” pp. 116–122; “Common Challenging Behaviors,” pp. 116–120; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment,” pp. 57–107
1.F. Promoting Self-Regulation			
1.F.01	T-P-K	Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Promoting Positive Relationships,” “Handling Conflicts,” and “Responding To Challenging Behavior,” pp. 86–87, 90–93

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1.F.02	T-P-K	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Responding to Challenging Behavior,” pp. 116–122; “Common Challenging Behaviors,” pp. 116–120; “Coaching Children on How to Be Assertive,” p. 120; “Determining the Causes of Challenging Behavior,” pp. 120–121; “Helping Children to Regain Control,” pp. 121–122	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Promoting Positive Relationships,” “Developing Rules,” “Handling Conflicts,” and “Responding To Challenging Behavior,” pp. 86–93
PROGRAM STANDARD 2—CURRICULUM			
2.A. Curriculum: Essential Characteristics			
2.A.01	U	Introduction: pp. xiii–xv Foundation chapter: “Theory and Research Behind <i>The Creative Curriculum</i> ,” pp. 1–15 Chapter 1: “How Children Develop and Learn: What Preschool Children are Like, Individual Differences, and <i>The Developmental Continuum</i> ,” pp. 17–59	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Setting the Stage,” “How Children Develop and Learn”
2.A.02	U	Chapter 4: “The Teacher’s Role,” pp. 165–209, especially “Guiding Children’s Learning,” pp. 173–198	<i>A Trainer’s Guide to The Creative Curriculum for Preschool</i> , Vol. 1: <i>Getting Started</i> , “Workshops on Introducing the Curriculum”
2.A.03	U	Chapter 1: “ <i>The Developmental Continuum</i> ,” pp. 42–58; “How Children Develop and Learn,” pp. 17–59 Chapter 2: “The Learning Environment,” pp. 61–123 Chapter 3: “What Children Learn,” pp. 125–163 Chapter 4: “The Teacher’s Role,” pp. 165–209 Chapter 5: “The Family’s Role,” pp. 211–241 All Interest Area chapters (Chapters 6–16): “Blocks,” “Dramatic Play,” “Toys and Games,” “Art,” “Library,” “Discovery,” “Sand and Water,” Music and Movement,” “Cooking,” “Computers,” and “Outdoors,” pages 243–522	<i>A Trainer’s Guide to The Creative Curriculum for Preschool</i> , Vol. 1: <i>Getting Started</i> , “The Teacher’s Role”: “Observing Children: Why, When, What, and How to Observe,” pp. 114–117; “Observing and Responding to Children,” pp. 118–119
2.A.04	U	Chapter 1: “Individual Differences,” pp. 27–41; Chapter 5: “Appreciating Family Differences,” pp. 212–213	<i>A Trainer’s Guide to The Creative Curriculum for Preschool</i> , Vol. 1: <i>Getting Started</i> , “The Teacher’s Role,” “The Family’s Role”
2.A.05	U	“ <i>The Creative Curriculum</i> Goals & Objectives at a Glance,” p. 530 Chapter 1: “ <i>The Developmental Continuum</i> ,” pp. 42–58 Chapter 4: “Assessing Children’s Learning,” pp. 199–208; “Collecting Facts,” pp. 199–204; “Documenting Your Observations,” p. 200; “Collecting Children’s Work in Portfolios,” pp. 200–204; “Analyzing and Evaluating the Collected Facts,” pp. 204–205	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> <i>The Creative Curriculum for Preschool Developmental Continuum</i> Assessment System <i>The Expanded Forerunners of The Creative Curriculum Developmental Continuum for Ages 3–5</i>
2.A.06	U	Chapter 4: “Guiding Children’s Learning,” pp. 173–198; “Assessing Children’s Learning,” pp. 199–208; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208 “Weekly Planning Form,” pp. 526–529	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> , “The Teacher’s Role” <i>The Creative Curriculum for Preschool Developmental Continuum</i> Assessment System <i>The Expanded Forerunners of The Creative Curriculum Developmental Continuum for Ages 3–5</i>

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2.A.07	U	<p>Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175; “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187</p>	<p><i>A Trainer’s Guide, Vol. 1: Getting Started, “The Learning Environment”</i></p>
2.A.08	U	<p>“Making the <i>Curriculum Your Own</i>,” p. xv</p> <p>Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81; “Displaying and Labeling Materials,” pp. 65–67; “Classroom Displays,” pp. 68–69; “Making Your Space Comfortable and Attractive,” p. 71</p> <p>Sections in all Interest Area chapters: “Creating an Environment for the ___ Area” “Observing, Responding to, and Interacting With Children in the ___ Area”</p>	<p><i>The Creative Curriculum Study Starters</i> <i>The Creative Curriculum Literacy Kits</i> <i>A Trainer’s Guide, Vol. 1: Getting Started, “Interest Areas”</i></p>
2.A.09	I-T	<p>This criterion does not apply to the age group of <i>The Creative Curriculum for Preschool</i>.</p>	
2.A.10	T-P-K	<p>Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198</p> <p>All Interest Area Chapters 6–16, especially these sections: “How ___ Promotes Development in Social/Emotional, Physical, Cognitive, and Language Development”; “Connecting ___ With Curriculum Objectives in Social/Emotional, Physical, Cognitive, and Language Development” “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<p><i>Literacy: The Creative Curriculum Approach</i> <i>The Creative Curriculum Literacy Kits</i> <i>Mathematics: The Creative Curriculum Approach</i> <i>The Creative Curriculum Study Starters</i></p>
2.A.11	T-P-K	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198</p>	<p><i>The Creative Curriculum Study Starters</i></p>
2.A.12	P-K	<p>Chapter 2: “Choice Time,” pp. 87–88</p> <p>Chapter 3: “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, Technology”</p>	<p><i>A Trainer’s Guide, Vol. 1: Getting Started</i> <i>A Trainer’s Guide, Vol. 2: Literacy</i> <i>The Creative Curriculum Study Starters</i></p>

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
2.B. Areas of Development: Social-Emotional Development			
2.B.01	U	Chapter 2: “Creating a Classroom Community,” pp. 102–122; “Promoting Positive Relationships in the Classroom,” pp. 102–108 Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development” “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”	<i>The Creative Curriculum Study Starters</i> <i>A Trainer’s Guide to The Creative Curriculum for Preschool</i> , Vol. 1: <i>Getting Started</i> , “The Learning Environment” (“Promoting Positive Relationships,” “Developing Rules,” “Handling Conflicts,” “Responding To Challenging Behavior”)
2.B.02	U	Chapter 1: “What Preschool Children Are Like: Social/Emotional Development,” pp. 18–19, 23, 24, 25 Chapter 7: “Dramatic Play,” pp. 271–293 Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development” “What Children Learn in the ___ Area: Social Studies”	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment” (Relationships, Rules, Handling Conflict, Responding to Challenging Behavior)
2.B.03	U	Chapter 2: “Choice Time,” pp. 87–88; “Creating a Classroom Community,” pp. 102–122, especially “Coaching Children on How to Be Assertive,” p. 120, and “Helping Children to Regain Control,” pp. 121–122	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment” (“Promoting Positive Relationships in the Classroom,” “Developing Rules,” “Handling Conflict,” “Responding to Challenging Behavior”)
2.B.04	U	Chapter 2: “Choice Time,” pp. 87–88; “Validate Children’s Accomplishments and Progress,” pp. 104–105 Chapter 4: “Guiding Children’s Learning,” pp. 173–198 (includes “Child-Initiated Learning,” pp. 173–174; “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178)	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “How Children Develop and Learn,” “The Learning Environment,” “The Teacher’s Role”
2.B.05	T-P-K	Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : The Learning Environment (“Promoting Positive Relationships in the Classroom”)
2.B.06	T-P-K	Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Handling Conflicts Between Children,” pp. 90–91; “Responding to Challenging Behavior,” pp. 92–93
2.B.07	T-P-K	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Coaching Children on How to Be Assertive,” p. 120 Chapter 7: “Dramatic Play,” pp. 271–293	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Handling Conflicts Between Children,” pp. 90–91; “Responding to Challenging Behavior,” pp. 92–93
2.C. Areas of Development: Physical Development			
2.C.01, 2.C.02	I-T	These criteria do not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
2.C.03	T- P-K	Chapters 6, 7, 8, 9, 10, 11, 12, 14, 15: “How Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Cooking, and Computers Promote Physical Development: Fine Motor,” pp. 243–244, 271–272, 295–296, 317–318, 351–352, 381–382, 403–404, 443–444, 471–472 Sections in all Interest Area chapters: How ___ Promotes Physical Development”	<i>The Creative Curriculum Developmental Continuum</i> , Physical Development: Fine Motor
2.C.04	P-K	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522 Sections in all Interest Area chapters: How ___ Promotes Physical Development”	<i>The Creative Curriculum Developmental Continuum</i> , Physical Development: Gross Motor
2.D. Areas of Development: Language Development			
2.D.01	U	Chapter 1: “Language Development,” p. 22; “English Language Learners,” pp. 38–41 Chapter 4: “Teaching English Language Learners,” pp. 181–183 Sections in all Interest Area chapters: “How ___ Promotes Language Development”	<i>The Creative Curriculum Developmental Continuum</i> , Language Development: Listening and Speaking <i>Literacy: The Creative Curriculum Approach</i> : Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 <i>The Creative Curriculum Literacy Kits</i> <i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> <i>A Trainer’s Guide</i> , Vol. 2: <i>Literacy</i>
2.D.02	U	Chapter 1: “Language Development,” p. 22; “English Language Learners,” pp. 38–41 Chapter 4: “Teaching English Language Learners,” pp. 181–183 Sections in all Interest Area chapters: “How ___ Promotes Language Development”	<i>Literacy: The Creative Curriculum Approach</i> <i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> <i>A Trainer’s Guide</i> , Vol. 2: <i>Literacy</i>
2.D.03	U	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 4: “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187 Sections in all Interest Area chapters: “How ___ Promotes Language Development” “Observing, Responding to, and Interacting With Children in the ___ Area”	<i>Literacy: The Creative Curriculum Approach</i> <i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started: The Learning Environment</i> , “The Teacher’s Role” <i>A Trainer’s Guide</i> , Vol. 2: <i>Literacy</i>
2.D.04	U	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187; “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Chapter 10: “Library,” pp. 351–379 Sections in all Interest Area chapters: “How ___ Promotes Language Development” What Children Learn in the ___ Area: Literacy”	<i>Literacy: The Creative Curriculum Approach</i> <i>The Creative Curriculum Study Starters</i> <i>The Creative Curriculum Literacy Kits</i> <i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started: “Workshops on Interest Areas”</i> <i>A Trainer’s Guide</i> , Vol. 2: <i>Literacy</i>

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
2.D.05	T-P-K	<p>Chapter 4: “Adapting Instruction to Include All Children,” pp. 179–183; “Teaching Children With Disabilities,” pp. 180–181</p> <p>Chapter 1: “Children With Disabilities,” pp. 36–38</p> <p>Chapter 2: “Adaptations for Children With Disabilities,” pp. 71–72</p> <p>Chapter 9: “Including All Children in the Art Area,” p. 346</p> <p>Chapter 10: “Including All Children in the Library Area,” and “Special Challenges in the Library Area,” pp. 374–375</p> <p>Chapter 15: “Adapting the Computer Area for Children With Special Needs,” pp. 480–481; “Computer Assistive Devices,” p. 481</p>	<p><i>Literacy: The Creative Curriculum Approach</i></p> <p><i>A Trainer’s Guide, Vol. 1: Getting Started: “The Learning Environment,” “The Teacher’s Role”</i></p> <p><i>A Trainer’s Guide, Vol. 2: Literacy</i></p> <p><i>The Expanded Forerunners of The Creative Curriculum Developmental Continuum for Ages 3–5</i></p>
2.D.06	P-K	<p>Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115</p>	<p><i>Literacy: The Creative Curriculum Approach</i></p> <p><i>The Creative Curriculum Literacy Kits</i></p> <p><i>A Trainer’s Guide, Vol. 2: Literacy</i></p>
2.D.07	P-K	<p>Chapter 3: Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Sections in all Interest Area chapters:</p> <p>“How ___ Promotes Social/Emotional Development”</p> <p>“How ___ Promotes Language Development”</p> <p>What Children Learn in the ___ Area: Literacy”</p> <p>“Observing, Responding to, and Interacting With Children in the ___ Area”</p>	<p><i>Literacy: The Creative Curriculum Approach</i></p> <p><i>The Creative Curriculum Study Starters</i></p> <p><i>The Creative Curriculum Literacy Kits</i></p> <p><i>A Trainer’s Guide, Vol. 1: Getting Started: “Workshops on Interest Areas”</i></p> <p><i>A Trainer’s Guide, Vol. 2: Literacy</i></p>
2.E. Curriculum Content Area for Cognitive Development: Early Literacy			
2.E.01	I	This criterion does not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	
2.E.02	T	This criterion does not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	
2.E.03	T-P-K	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67</p> <p>Chapter 3: “Knowledge of Print,” p. 128, 132</p> <p>Chapter 10: “Creating an Environment for the Library Area,” pp. 354–361; “Skills for Engaging With Books,” pp. 365–366</p> <p>Section in all Interest Area chapters:</p> <p>What Children Learn in the ___ Area: Literacy”</p>	<p><i>Literacy: The Creative Curriculum Approach: Chapter 1: “Knowledge of Print,” pp. 22–27</i></p> <p><i>The Creative Curriculum Literacy Kits</i></p> <p><i>A Trainer’s Guide, Vol. 1: Getting Started: “Workshops on Interest Areas”: “Library”</i></p> <p><i>A Trainer’s Guide, Vol. 2: Literacy</i></p>
2.E.04	P-K	<p>Chapter 3: “Knowledge of Print,” p. 128, 132; “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Library,” pp. 351–379, especially “Creating an Environment for the Library Area,” pp. 354–361; “Reading Books to Children,” pp. 370–373; “Listening to Tapes With Children,” p. 374</p> <p>Section in all Interest Area chapters:</p> <p>What Children Learn in the ___ Area: Literacy”</p>	<p><i>Literacy: The Creative Curriculum Approach: Chapter 1: “Knowledge of Print,” pp. 22–27; “Comprehension,” pp. 33–38; Chapter 3: “Reading Aloud,” pp. 79–90</i></p> <p><i>The Creative Curriculum Literacy Kits</i></p> <p><i>A Trainer’s Guide, Vol. 1: Getting Started: “Workshops on Interest Areas”: “Library”</i></p> <p><i>A Trainer’s Guide, Vol. 2: Literacy</i></p>

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
2.E.05	P-K	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Developmental Steps in Writing,” pp. 367–369 Section in all Interest Area chapters: What Children Learn in the ___ Area: Literacy”	<i>Literacy: The Creative Curriculum Approach:</i> Chapter 3: “Writing,” pp. 109–119 <i>The Creative Curriculum Literacy Kits</i> <i>A Trainer’s Guide, Vol. 2: Literacy:</i> See especially “Writing”
2.E.06	P-K	Chapter 3: “Phonological Awareness,” pp. 127–128, 132 Chapter 10: “Connecting Written Symbols With Sounds,” p. 366; “Matching Words With the Printed Text,” p. 366 Section in all Interest Area chapters: What Children Learn in the ___ Area: Literacy”	<i>Literacy: The Creative Curriculum Approach:</i> Chapter 1: “Phonological Awareness,” pp. 16–21 <i>The Creative Curriculum Literacy Kits</i> <i>A Trainer’s Guide, Vol. 2: Literacy: Talking, Singing, and Playing With Language</i>
2.E.07	P-K	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Developmental Steps in Writing,” pp. 367–369 Section in all Interest Area chapters: What Children Learn in the ___ Area: Literacy”	<i>Literacy: The Creative Curriculum Approach:</i> Chapter 1: “Letters and Words,” pp. 28–32; Chapter 3: “Writing,” pp. 109–119 <i>The Creative Curriculum Literacy Kits</i> <i>A Trainer’s Guide, Vol. 2: Literacy:</i> See especially “Writing”
2.E.08	P-K	Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Creating an Environment for the Library Area,” pp. 354–361; “Selecting Materials for The Library Area,” pp. 355–360 Section in all Interest Area chapters: What Children Learn in the ___ Area: Literacy”	<i>Literacy: The Creative Curriculum Approach:</i> Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10 <i>The Creative Curriculum Literacy Kits</i> <i>A Trainer’s Guide, Vol. 2: Literacy:</i> See especially “Writing”
2.E.09– 2.E.11	K	These criteria do not apply to the age group of <i>The Creative Curriculum for Preschool</i>	
2.F. Curriculum Content Area for Cognitive Development: Early Mathematics			
2.F.01	I-T	This criterion does not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	
2.F.02	T-P- K	Chapter 1: “Cognitive Development,” p. 21 Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” “What Children Learn in the ___ Area: Mathematics”	<i>The Creative Curriculum Study Starters</i> <i>Mathematics: The Creative Curriculum Approach:</i> Chapter 1: “Number and Operations,” pp. 7–14 <i>A Trainer’s Guide, Vol. 1: Getting Started:</i> “Interest Areas: Blocks, Toys and Games” <i>The Creative Curriculum® Math Kit 1: Number, Geometry & Data</i>
2.F.03	T-P- K	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” “What Children Learn in the ___ Area: Mathematics”	<i>Mathematics: The Creative Curriculum Approach:</i> Chapter 1: “Geometry and Spatial Sense,” pp. 15–23; “Data Analysis,” pp. 39–45 <i>A Trainer’s Guide, Vol. 1: Getting Started:</i> “Interest Areas: Blocks, Toys and Games” <i>The Creative Curriculum® Math Kit 1: Number, Geometry & Data</i>

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
2.F.04	T-P-K	<p>Chapter 3: “Mathematics,” pp. 134–141; “Process Skills,” pp. 161–162</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>	<p><i>Mathematics: The Creative Curriculum Approach:</i> Chapter 2: “Communication,” pp. 56–58</p> <p><i>The Creative Curriculum Study Starters</i></p> <p><i>A Trainer’s Guide, Vol. 1: Getting Started:</i> “Interest Areas: Blocks, Toys and Games, Sand and Water, Music and Movement, Cooking”</p> <p><i>The Creative Curriculum® Math Kit 1: Number, Geometry & Data</i></p> <p><i>The Creative Curriculum® Math Kit 2: Patterns & Measurement</i></p>
2.F.05	P	<p>Chapter 3: “Measurement,” pp. 137–138, 141; “Process Skills,” pp. 161–162</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” “What Children Learn in the ___ Area: Mathematics”</p>	<p><i>Mathematics: The Creative Curriculum Approach:</i> Chapter 1: “Measurement,” pp. 24–30</p> <p><i>A Trainer’s Guide, Vol. 1: Getting Started:</i> “Interest Areas: Blocks, Discovery, Sand and Water, and Cooking”</p> <p><i>The Creative Curriculum® Math Kit 2: Patterns & Measurement</i></p>
2.F.06	P-K	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Process Skills,” pp. 161–162</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” “What Children Learn in the ___ Area: Mathematics”</p>	<p><i>Mathematics: The Creative Curriculum Approach:</i> Chapter 1: “Geometry and Spatial Sense,” pp. 15–23</p> <p><i>A Trainer’s Guide, Vol. 1: Getting Started:</i> “Interest Areas: Blocks, Toys and Games”</p> <p><i>The Creative Curriculum® Math Kit 1: Number, Geometry & Data</i></p>
2.F.07	P-K	<p>Chapter 2: “Using a Calendar,” p. 85; “The Daily Schedule,” pp. 92–97</p> <p>Chapter 3: “Measurement,” pp. 137–138, 141; “People and the Past,” p. 149, 151; “Process Skills,” pp. 161–162</p>	<p><i>Mathematics: The Creative Curriculum Approach:</i> Chapter 1: “Measurement,” pp. 24–30</p> <p><i>The Creative Curriculum® Math Kit 2: Patterns & Measurement</i></p>
2.F.08	P-K	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140; “Process Skills,” pp. 161–162</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>	<p><i>Mathematics: The Creative Curriculum Approach:</i> Chapter 1: “Patterns (Algebra),” pp. 31–38</p> <p><i>A Trainer’s Guide, Vol. 1: Getting Started:</i> “Interest Areas: Blocks, Toys and Games”</p> <p><i>The Creative Curriculum® Math Kit 2: Patterns & Measurement</i></p>
2.F.09–2.F.13	K	These criteria do not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
2.G. Curriculum Content Area for Cognitive Development: Science			
2.G.01	I-T	This criterion does not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	
2.G.02	P-K	Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198	<i>The Creative Curriculum Study Starters A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Workshops on Interest Areas”: “Discovery,” “Outdoors”
2.G.03	P-K	Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	<i>The Creative Curriculum Study Starters A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Workshops on Interest Areas”: “Discovery,” “Outdoors”
2.G.04	P-K	Chapter 3: “Technology,” pp. 156–160 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science, Technology”	<i>The Creative Curriculum Study Starters</i> : See especially <i>Wheels, Water Pipes, Balls A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Workshops on Interest Areas”: “Discovery,” “Outdoors”
2.G.05	P-K	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	<i>The Creative Curriculum Study Starters</i> : See especially <i>Wheels, Balls, Rocks A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Workshops on Interest Areas”: “Discovery,” “Outdoors”
2.G.06	P-K	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	<i>The Creative Curriculum Study Starters</i> : See especially <i>Balls, Rocks, Exercise, Shadows A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Workshops on Interest Areas”: “Discovery,” “Outdoors”
2.G.07	P-K	Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	<i>The Creative Curriculum Study Starters</i> : See especially <i>Water Pipes, Buildings, Ants, Flowers, Exercise, Shadows, Trash & Garbage A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Workshops on Interest Areas”

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
2.G.08	P-K	<p>Chapter 3: “Science,” pp. 142–145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p>	<p><i>The Creative Curriculum Study Starters:</i> See especially <i>Balls, Rocks, Water Pipes, Wheels</i> <i>A Trainer’s Guide, Vol. 1: Getting Started:</i> “Workshops on Interest Areas”: Discovery”, “Sand and Water”, “Cooking”, and “Outdoors”</p>
		2.H. Curriculum Content Area for Cognitive Development: Technology	
2.H.01	T-P-K	<p>Chapter 3: “Technology,” pp. 156–160 Chapter 15: “Computers,” pp. 471–491, including “<i>The Creative Curriculum Checklist for Selecting Developmentally Appropriate Software,</i>” p. 478; “Adapting Computers for Children With Special Needs,” pp. 480–481; “What Children Learn From Using Computers,” pp. 482–483 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p>	<p><i>Literacy: The Creative Curriculum Approach</i> <i>A Trainer’s Guide, Vol. 1: Getting Started:</i> “Interest Areas: Computers”</p>
2.H.02	P-K	<p>Chapter 3: “Technology,” pp. 156–160 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p>	<p><i>The Creative Curriculum Study Starters</i></p>
2.H.03	P-K	<p>Chapter 3: “Technology,” pp. 156–160 Chapter 11: “Discovery,” pp. 381–401 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p>	<p><i>The Creative Curriculum Study Starters</i> <i>A Trainer’s Guide, Vol. 1: Getting Started:</i> “Workshops on Interest Areas”: “Computers”</p>
		2.J. Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts	
2.J.01	U	<p>Chapter 3: “The Arts,” pp. 152–155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349 Chapter 13: “Music and Movement,” pp. 423–441 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p>	<p><i>A Trainer’s Guide, Vol. 1: Getting Started:</i> “Interest Areas: Art”</p>
2.J.02–2.J.03	I-T	<p>These criteria do not apply to the age group of <i>The Creative Curriculum for Preschool.</i></p>	
2.J.04	T-P-K	<p>Chapter 3: “The Arts,” pp. 152–155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349 Chapter 13: “Music and Movement,” pp. 423–441 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p>	<p><i>A Trainer’s Guide, Vol. 1: Getting Started:</i> “Interest Areas: Art”</p>

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
2.J.05	T-P-K	<p>Chapter 3: “The Arts,” pp. 152–155</p> <p>Chapter 9: “Art,” pp. 317–349</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “Interest Areas: Art”</i>
2.J.06	P-K	<p>Chapter 3: “The Arts,” pp. 152–155</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 9: “Art,” pp. 317–349</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “Interest Areas: Art”</i>
2.J.07	P-K	<p>Chapter 3: “The Arts,” pp. 152–155; “Process Skills,” pp. 161–162</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 9: “Art,” pp. 317–349, especially “Nurturing Children’s Appreciation of Art,” p. 345</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “Interest Areas: Art”</i>
2.K. Curriculum Content Area for Cognitive Development: Health and Safety			
2.K.01	T-P-K	<p>Chapter 2: “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92</p> <p>Chapter 14: “Cooking,” pp. 443–469</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Learning Environment”</i>
2.K.02	T-P-K	Chapter 14: “Cooking,” pp. 443–469	<i>A Trainer’s Guide, Vol. 1: Getting Started: “Interest Areas: Cooking”</i>
2.K.03	T-P-K	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110	
2.K.04	T-P-K	<p>Chapter 11: “Take-Aparts and Safety,” p. 390</p> <p>Chapter 14: “Special Health and Safety Considerations in the Cooking Area,” pp. 450–452</p> <p>Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “Developing Rules for a Classroom Community,” pp. 88–89</i>
2.K.05	P-K	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “Workshops on Interest Areas: Dramatic Play”</i>
2.L. Curriculum Content Area for Cognitive Development: Social Studies			
2.L.01	U	<p>Chapter 1: “Social/Emotional Development,” pp. 18–19</p> <p>Chapter 2: “Creating a Classroom Community,” pp. 102–122; “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Validate Children’s Accomplishments and Progress,” pp. 104–105</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>	<p><i>The Creative Curriculum Study Starters</i></p> <p><i>A Trainer’s Guide, Vol. 1: Getting Started: “The Learning Environment”:</i> “Promoting Positive Relationships in the Classroom”</p>

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
2.L.02	T-P-K	<p>Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Does The Classroom Convey the Positive Messages I Intend?” pp. 76–78; “Creating a Classroom Community,” pp. 102–122; “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Building a Relationship With Each Child,” pp. 103–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108</p> <p>Chapter 5: “Making Families Feel Welcome,” pp. 218–222</p>	<i>The Creative Curriculum Study Starters</i>
2.L.03	T-P-K	<p>Chapter 1: “Individual Differences,” pp. 27–41</p> <p>Chapter 3: “People and How They Live,” pp. 147–148, 150; “Process Skills,” pp. 161–162</p> <p>Chapter 5: “Appreciating Family Differences,” pp. 212–213</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>	<i>The Creative Curriculum Study Starters:</i> See especially <i>Clothes, Chairs & Things to Sit On, Buildings</i>
2.L.04	T-P-K	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>	<i>The Creative Curriculum Study Starters:</i> See especially <i>Clothes, Chairs & Things to Sit On, Buildings</i>
2.L.05	T-P-K	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>	<i>The Creative Curriculum Study Starters:</i> See especially <i>Clothes, Chairs & Things to Sit On, Buildings, Wheels, Water Pipes</i>
2.L.06	P-K	<p>Chapter 1: “Individual Differences,” pp. 27–41</p> <p>Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Building a Relationship With Each Child,” pp. 103–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Developing Rules for a Classroom Community,” pp. 108–110; “Solving Problems That Involve the Whole Class,” pp. 114–115</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>	<i>The Creative Curriculum Study Starters</i>
2.L.07	P-K	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Spaces and Geography,” pp. 146–147, 150</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>	<i>The Creative Curriculum Study Starters:</i> See especially <i>Rocks, Shadows, Wheels, Buildings</i>

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
2.L.08	P-K	<p>Chapter 3: “People and the Environment,” p. 148, 151; People and How They Live,” pp. 147–148, 150; “Process Skills,” pp. 161–162</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 16: “Outdoors,” pp. 493–522, especially “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>	<i>The Creative Curriculum Study Starters:</i> See especially <i>Trash & Garbage</i>
2.L.09	P-K	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “A System for Classroom Jobs,” pp. 73–74; “Cleanup at Mealtimes,” pp. 90–91</p> <p>Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Environment,” p. 148, 151</p> <p>Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252</p> <p>Chapter 12: “Cleanup in the Sand and Water Area,” p. 420</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>	<i>The Creative Curriculum Study Starters:</i> See especially <i>Trash & Garbage, Flowers, Buildings</i>
2.L.10	P-K	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>	<i>The Creative Curriculum Study Starters:</i> See especially <i>Balls, Wheels, Clothes, Chairs & Things to Sit On</i> <i>A Trainer’s Guide, Vol. 1: Getting Started:</i> “Interest Areas: Dramatic Play”; “The Family’s Role”
2.L.11	K	This criterion does not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	
PROGRAM STANDARD 3—TEACHING			
3.A. Designing Enriched Learning Environments			
3.A.01	U	<p>Chapter 1: “Special Needs,” pp. 35–38; “English Language Learners,” pp. 38–41</p> <p>Chapter 4: “Adapting Instruction to Include All Children,” pp. 179–183; “Teaching Children Who Are Gifted,” pp. 179–180; “Teaching Children With Disabilities,” pp. 180–181; “Teaching English Language Learners,” pp. 181–183</p> <p>Chapter 5: “Partnering With Families on Children’s Learning,” pp. 225–234; “Meeting With Families to Share Information and Plan,” pp. 231–234</p>	<i>The Expanded Forerunners of The Creative Curriculum Developmental Continuum for Ages 3–5</i>
3.A.02	U	<p>Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81</p> <p>Chapter 11: “Take-Aparts and Safety,” p. 390</p> <p>Chapter 14: “Health and Safety Considerations in the Cooking Area,” pp. 450–452</p> <p>Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started:</i> “The Learning Environment”

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
3.A.03	U	<p>Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81; “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92</p> <p>Chapter 9: “Art,” pp. 317–349</p> <p>Chapter 11: “Sensory Table or Sensory Tubs,” p. 389</p> <p>Chapter 12: “Sand and Water,” pp. 403–421, especially “Encouraging Children to Get Messy in the Sand and Water Area,” p. 419</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p>	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “Workshops on Interest Areas”: “Discovery,” “Music and Movement,” “Cooking,” “Outdoors”
3.A.04	U	<p>Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81</p> <p>Sections in all Interest Area chapters:</p> <p>“Creating an Environment for the ___ Area”</p> <p>“How ___ Promotes Development: Social/Emotional, Physical, Cognitive and Language Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional, Physical, Cognitive and Language Development”</p> <p>“What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, Technology”</p>	<p><i>The Creative Curriculum Study Starters</i></p> <p><i>Literacy: The Creative Curriculum Approach</i></p> <p><i>Mathematics: The Creative Curriculum Approach</i></p>
3.A.05	T-P-K	<p>Chapter 2: “Does The Classroom Convey the Positive Messages I Intend?” pp. 76–78; “What Problems Might Be Related to the Physical Setting?” pp. 80–81; “Responding to Challenging Behavior,” pp. 116–122</p> <p>Chapter 5: “Meeting With Families to Share Information and Plan,” pp. 231–234; “Responding to Challenging Situations,” pp. 235–240</p>	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment” (“Promoting Positive Relationships,” “Developing Rules,” “Handling Conflicts,” “Responding to Challenging Behavior”)
3.A.06	T-P-K	<p>Chapter 2: “Classroom Displays,” pp. 68–69</p> <p>Chapter 9: “Art,” pp. 317–349</p>	<p><i>Literacy: The Creative Curriculum Approach</i></p> <p><i>A Trainer’s Guide</i>, Vol. 1: <i>Getting Started</i>: “The Learning Environment”</p> <p><i>A Trainer’s Guide</i>, Vol. 2, <i>Literacy</i></p>
3.A.07	T-P-K	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Classroom Displays,” pp. 68–69; “Cleanup at Mealtimes,” pp. 90–91</p> <p>Chapter 6: “Cleanup in the Block Area–A Special Challenge,” p. 252</p> <p>Chapter 9: “Displaying and Storing Art Materials and Children’s Artwork,” pp. 332–333</p> <p>Chapter 12: “Cleanup in the Sand and Water Area,” p. 420</p> <p>Sections in all Interest Area chapters:</p> <p>“Creating an Environment for the ___ Area”</p>	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment”
3.B. Creating Caring Communities for Learning			
3.B.01	U	<p>Chapter 1: “Individual Differences,” pp. 27–41, especially “Life Experiences,” p. 33; “Culture,” pp. 34–35; “Special Needs,” pp. 35–38; “Gifted Children,” pp. 35–36; “Children With Disabilities,” pp. 36–38; “English Language Learners,” pp. 38–41</p> <p>Chapter 2: “Building a Relationship With Each Child,” pp. 103–105</p> <p>Chapter 5: “Getting to Know Families,” pp. 212–217</p>	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Family’s Role”

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
3.B.02	U	<p>Chapter 1: “Children With Special Needs,” pp. 35–38; “English Language Learners,” pp. 38–41</p> <p>Chapter 2: “Adaptations for Children With Disabilities,” pp. 71–72</p> <p>Chapter 4: “Adapting Instruction to Include All Children,” pp. 179–183</p> <p>Chapter 9: “Including All Children in the Art Area,” p. 346</p> <p>Chapter 10: “Including All Children in the Library Area,” and “Special Challenges in the Library Area,” pp. 374–375</p> <p>Chapter 15: “Adapting the Computer Area for Children With Special Needs,” pp. 480–481</p> <p>Chapter 16: “Adapting the Outdoors Area for Children With Special Needs,” p. 510</p> <p>Illustrations of play areas adapted for children with physical disabilities: p. 72 (Blocks, Toys and Games); p. 289 (Dramatic Play); p. 505 (Outdoors)</p>	<p><i>The Expanded Forerunners of The Creative Curriculum Developmental Continuum for Ages 3–5</i></p> <p><i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i></p> <p><i>A Trainer’s Guide, Vol. 1: Getting Started: “Interest Areas,” “The Teacher’s Role”</i></p>
3.B.03	U	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Building a Relationship With Each Child,” pp. 103–105; Helping Children to Regain Control,” pp. 121–122</p>	<p><i>A Trainer’s Guide, Vol. 1: Getting Started: “The Learning Environment: Promoting Positive Relationships in the Classroom”</i></p>
3.B.04	U	<p>Chapter 1: “Individual Differences,” pp. 27–41; “Life Experiences,” p. 33; “Culture,” pp. 34–35</p> <p>Chapter 5: “Getting to Know Families,” pp. 212–217; “Appreciating Family Differences,” pp. 212–213; “Making Families Feel Welcome,” pp. 218–222</p> <p>Chapter 9: “Holiday Art,” p. 348</p>	
3.B.05	U	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p>	<p><i>A Trainer’s Guide, Vol. 1: Getting Started: “The Learning Environment”: “Handling Conflicts,” “Responding To Challenging Behavior”</i></p>
3.B.06	U	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Developing Rules for a Classroom Community,” pp. 108–110</p>	<p><i>A Trainer’s Guide, Vol. 1: Getting Started: “The Learning Environment”: “Developing Rules for a Classroom Community”</i></p>
3.B.07	U	<p>Chapter 2: “Responding to Challenging Behavior,” pp. 116–122; “Determining the Causes of Challenging Behavior,” pp. 120–121</p> <p>Chapter 5: “Using Initial Contacts to Learn About Families,” pp. 214–217; “Responding to Challenging Situations,” pp. 235–240</p>	<p><i>A Trainer’s Guide, Vol. 1: Getting Started: “The Family’s Role”</i></p>
3.B.08	U	<p>Chapter 1: “Individual Differences,” pp. 27–41</p> <p>Chapter 2: “Responding to Challenging Behavior,” pp. 116–122; “Determining the Causes of Challenging Behavior,” pp. 120–121</p> <p>Chapter 5: “Responding to Challenging Situations,” pp. 235–240</p>	<p><i>A Trainer’s Guide, Vol. 1: Getting Started: “The Teacher’s Role”</i></p>
3.B.09–3.B.10	I	<p>These criteria do not apply to the age group of <i>The Creative Curriculum for Preschool</i>.</p>	

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
3.B.11	T-P-K	<p>Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105</p> <p>Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Teacher’s Role”</i>
3.B.12	T-P-K	<p>Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105</p> <p>Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178</p> <p>Chapter 5: “Communicating With Families,” pp. 223–224</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Teacher’s Role,” “The Family’s Role”</i>
3.B.13	P-K	<p>Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88; “Developing Rules for a Classroom Community,” pp. 108–110</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Learning Environment”</i>
3.C. Supervising Children			
3.C.01	U	<p>Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81, especially “Space Planning Guidelines,” p. 64</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Learning Environment”</i>
3.C.02–3.C.03	I-T	These criteria do not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	
3.C.04	P-K	<p>Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81, especially “Space Planning Guidelines,” p. 64</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Learning Environment”</i>
3.C.05	K	This criterion does not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	
3.D. Using Time, Grouping, and Routines to Achieve Learning Goals			
3.D.01	U	<p>Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “The Daily Schedule,” pp. 92–97</p> <p>Chapter 16: “Outdoors,” pp. 493–522, especially “Weather Considerations,” p. 509 “Weekly Planning Form,” pp. 526–529</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “Interest Areas: Outdoors”</i>
3.D.02	U	<p>Chapter 1: “Social/Emotional Development,” pp. 18–19; “Language Development,” p. 22</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Social/Emotional Development” “How ___ Promotes Language Development”</p>	

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
3.D.03	U	Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Section in all Interest Area chapters: “Creating an Environment for the ___ Area” “Observing, Responding to, and Interacting With Children in the ___ Area”	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment,” “The Teacher’s Role”
3.D.04	U	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 All Interest Area chapters (Chapters 6–16): “Blocks,” “Dramatic Play,” “Toys and Games,” “Art,” “Library,” “Discovery,” “Sand and Water,” Music and Movement,” “Cooking,” “Computers,” and “Outdoors,” pages 243–522	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : Part I: “The Learning Environment”; Part II: “Workshops on Interest Areas”
3.D.05	U	Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 “Weekly Planning Form,” pp. 526–529	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Teacher’s Role” <i>The Creative Curriculum Study Starters</i>
3.D.06	I	This criterion does not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	
3.D.07	T-P	Chapter 2: “Mealtimes,” pp. 89–91	
3.D.08	T-P-K	Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Cleanup at Mealtimes,” pp. 90–91 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252 Chapter 12: “Cleanup in the Sand and Water Area,” p. 420	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment,” “The Teacher’s Role”
3.D.09	T-P-K	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “The Daily Schedule,” pp. 92–97 “Weekly Planning Form,” pp. 526–529	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment,” “The Teacher’s Role”
3.D.10	T-P-K	Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81; “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Section in all Interest Area chapters: “Creating an Environment for the ___ Area”	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment,” “The Teacher’s Role”
3.D.11	T-P-K	Chapter 4: “Guiding Children’s Learning,” pp. 173–198; “Using a Range of Teaching Approaches,” pp. 173–178; “Interacting With Children to Promote Learning,” pp. 175–178; “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187; “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”	<i>The Creative Curriculum Study Starters</i>
3.D.12	K	This criterion does not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
3.E. Responding to Children's Interests and Needs			
3.E.01	U	<p>Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81</p> <p>Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 6: “Interacting With Children in the Block Area,” pp. 261–266</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in Each Interest Area”</p>	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment”
3.E.02	U	Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment”
3.E.03	U	Chapter 4: “Observing Children,” pp. 166–172; “Child-Initiated Learning,” pp. 173–174; “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198;	<i>The Creative Curriculum Study Starters</i> <i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Teacher’s Role”
3.E.04	U	<p>Chapter 1: “Individual Differences,” pp. 27–41; “Gifted Children,” pp. 35–36; “Children With Disabilities,” pp. 36–38; “English Language Learners,” pp. 38–41</p> <p>Chapter 2: “Adaptations for Children With Disabilities,” pp. 71–72</p> <p>Chapter 4: “Teaching Children Who Are Gifted,” pp. 179–180; “Teaching Children With Disabilities,” pp. 180–181; “Teaching English Language Learners,” pp. 181–183; Chapter 4: “Assessing Children’s Learning,” pp. 199–208; “Collecting Facts,” pp. 199–204; “Documenting Your Observations,” p. 200; “Collecting Children’s Work in Portfolios,” pp. 200–204; “Analyzing and Evaluating the Collected Facts,” pp. 204–205; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i>
3.E.05– 3.E.07	I	These criteria do not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	
3.E.08	T-P-K	<p>Chapter 1: “Individual Differences,” pp. 27–41</p> <p>Chapter 2: “Small-Group Time,” p. 86; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108</p> <p>Chapter 4: “Guiding Children’s Learning,” pp. 173–198; “Using a Range of Teaching Approaches,” pp. 173–178; “Interacting With Children to Promote Learning,” pp. 175–178; “Adapting Instruction to Include All Children,” pp. 179–183</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
3.E.09	T-P-K	<p>Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Teacher’s Role”</i>
3.F. Making Learning Meaningful for All Children			
3.F.01	U	<p>Chapter 3: “What Children Learn: Literacy, Mathematics, Science, Social Studies, The Arts, Technology,” p. 125–163</p> <p>Chapter 4: Promoting Learning in Interest Areas,” pp. 187–189</p> <p>“Weekly Planning Form,” pp. 526–529</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development and Connects With Curriculum Objectives: Social/Emotional, Physical, Cognitive, and Language Development” “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, Technology”</p>	<i>The Creative Curriculum Study Starters</i> <i>Literacy: The Creative Curriculum Approach</i> <i>Mathematics: The Creative Curriculum Approach</i>
3.F.02	U	<p>Chapter 2: “Choice Time,” pp. 87–88</p> <p>Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189</p> <p>“Weekly Planning Form,” pp. 526–529</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Teacher’s Role”</i>
3.F.03	U	<p>Chapter 5: “Appreciating Family Differences,” pp. 212–213; “Conveying Positive Messages to Families,” p. 221; “Reaching Out to All Family Members,” p. 222; “Communicating With Families,” pp. 223–224; “Responding to Challenging Situations,” pp. 235–240: Families Under Stress,” pp. 235–236; “Dealing With Misunderstandings,” pp. 236–238; “Addressing Differences Constructively,” pp. 239–240</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Teacher’s Role,” “The Family’s Role”</i>
3.F.04	U	<p>Chapter 1: “English Language Learners,” pp. 38–41</p> <p>Chapter 4: “Teaching English Language Learners,” pp. 181–183</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<i>Literacy: The Creative Curriculum Approach</i> <i>A Trainer’s Guide, Vol. 2, Literacy</i>
3.F.05	U	<p>Chapter 1: “English Language Learners,” pp. 38–41</p> <p>Chapter 4: “Teaching English Language Learners,” pp. 181–183</p>	
3.F.06	U	<p>Chapter 5: “Offering a Variety of Ways to Be Involved,” pp. 225–227; “Ways for Families to Be Involved: Sharing Their Culture,” p. 226; “Making Classroom Participation Meaningful,” pp. 228–231</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Family’s Role”</i>
3.F.07	T-P-K	<p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
3.G. Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge			
3.G.01	U	<p>Chapter 4: “Using a Range of Teaching Approaches,” pp. 173–178</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Teacher’s Role”</i>
3.G.02	U	<p>Chapter 4: “Observing Children”, pp. 166–172; “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Assessing Children’s Learning,” pp. 199–208; “Collecting Facts,” pp. 199–204; “Documenting Your Observations,” p. 200; “Collecting Children’s Work in Portfolios,” pp. 200–204; “Analyzing and Evaluating the Collected Facts,” pp. 204–205; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p> <p>Section in all Interest Area chapters: “How Each Interest Area Promotes Development: Social/Emotional, Physical, Cognitive, and Language Development” “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<i>Literacy: The Creative Curriculum Approach</i> <i>Mathematics: The Creative Curriculum Approach</i> <i>A Trainer’s Guide, Vol. 1: Getting Started</i> <i>A Trainer’s Guide, Vol. 2: Literacy</i> <i>The Creative Curriculum Study Starters</i> <i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i>
3.G.03	U	<p>Chapter 4: “Observing Children”, pp. 166–172; “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Assessing Children’s Learning,” pp. 199–208; “Collecting Facts,” pp. 199–204; “Documenting Your Observations,” p. 200; “Collecting Children’s Work in Portfolios,” pp. 200–204; “Analyzing and Evaluating the Collected Facts,” pp. 204–205; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p> <p>Section in all Interest Area chapters: “How Each Interest Area Promotes Development: Social/Emotional, Physical, Cognitive, and Language Development” “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<i>Literacy: The Creative Curriculum Approach</i> <i>Mathematics: The Creative Curriculum Approach</i> <i>A Trainer’s Guide, Vol. 1: Getting Started</i> <i>A Trainer’s Guide, Vol. 2: Literacy</i> <i>The Creative Curriculum Study Starters</i> <i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i>
3.G.04	U	<p>Chapter 6: “Stages of Block Play,” pp. 255–259</p> <p>Chapter 9: “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<i>A Trainer’s Guide, Vol. 1: Getting Started</i>

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
3.G.05	U	<p>Chapter 4: ; “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<p><i>Literacy: The Creative Curriculum Approach</i> <i>Mathematics: The Creative Curriculum Approach</i> <i>The Creative Curriculum Study Starters</i></p>
3.G.06	I	This criterion does not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	
3.G.07	T-P-K	<p>Chapter 3: “What Children Learn: Literacy, Mathematics, Science, Social Studies, The Arts, Technology,” p. 125–163</p> <p>Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178</p> <p>Sections in all Interest Area chapters: “How Each Interest Area Promotes Development: Cognitive Development” “Connecting Each Interest Area With Curriculum Objectives: Cognitive Development” “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<p><i>Literacy: The Creative Curriculum Approach</i> <i>A Trainer’s Guide, Vol. 2: Literacy</i> <i>Mathematics: The Creative Curriculum Approach</i> <i>The Creative Curriculum Study Starters</i></p>
3.G.08	U	<p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, Technology” “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<p><i>Literacy: The Creative Curriculum Approach</i> <i>A Trainer’s Guide, Vol. 2: Literacy</i> <i>Mathematics: The Creative Curriculum Approach</i> <i>The Creative Curriculum Study Starters</i></p>
3.G.09	U	<p>Chapter 2: “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88</p> <p>Chapter 4: “Small-Group Instruction,” pp. 185–187</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<p><i>The Creative Curriculum Study Starters</i> <i>Mathematics: The Creative Curriculum Approach</i> <i>Literacy: The Creative Curriculum Approach</i></p>
3.G.10	U	<p>All Interest Area chapters (Chapters 6–16): “Blocks,” “Dramatic Play,” “Toys and Games,” “Art,” “Library,” “Discovery,” “Sand and Water,” Music and Movement,” Cooking,” “Computers,” and “Outdoors,” pages 243–522</p> <p>See especially these sections in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area” “What Children Learn in the ___ Area”</p>	
3.G.11	U	<p>Chapter 4: “Guiding Children’s Learning,” pp. 173–198; “Teacher-Directed Learning,” pp. 174–175; “Interacting With Children to Promote Learning,” pp. 175–178</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
3.G.12	U	<p>Chapter 3: “What Children Learn: Literacy, Mathematics, Science, Social Studies, The Arts, Technology,” p. 125–163</p> <p>Chapter 4: “Guiding Children’s Learning,” pp. 173–198; Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Adapting Instruction to Include All Children,” pp. 179–183</p> <p>All Interest Area chapters (Chapters 6–16): “Blocks,” “Dramatic Play,” “Toys and Games,” “Art,” “Library,” “Discovery,” “Sand and Water,” Music and Movement,” Cooking,” “Computers,” and “Outdoors,” pages 243–522</p> <p>Section in all Interest Area chapters: “‘What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, Technology” “‘The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<p><i>Literacy: The Creative Curriculum Approach</i> <i>Mathematics: The Creative Curriculum Approach</i> <i>The Creative Curriculum Study Starters</i></p>
3.G.13	P-K	<p>Chapter 4: “Teacher-Directed Learning,” pp. 174–175</p>	<p><i>Literacy: The Creative Curriculum Approach</i> <i>Mathematics: The Creative Curriculum Approach</i> <i>The Creative Curriculum Study Starters</i></p>
3.G.14	P-K	<p>Chapter 3: “What Children Learn: Literacy, Mathematics, Science, Social Studies, The Arts, Technology,” p. 125–163</p> <p>Chapter 4: “Guiding Children’s Learning,” pp. 173–198; Interacting With Children to Promote Learning,” pp. 175–178; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Adapting Instruction to Include All Children,” pp. 179–183</p> <p>Section in all Interest Area chapters: “‘The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<p><i>The Creative Curriculum Study Starters</i> <i>Literacy: The Creative Curriculum Approach</i> <i>Mathematics: The Creative Curriculum Approach</i> <i>A Trainer’s Guide, Vol. 1: Getting Started</i> <i>A Trainer’s Guide, Vol. 2, Literacy</i> <i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i></p>
PROGRAM STANDARD 4—ASSESSMENT OF CHILD PROGRESS			
4.A. Creating an Assessment Plan			
4.A.01	U	<p>Chapter 4: “Assessing Children’s Learning,” pp. 199–208; “Collecting Facts,” pp. 199–204; “Documenting Your Observations,” p. 200; “Collecting Children’s Work in Portfolios,” pp. 200–204; “Analyzing and Evaluating the Collected Facts,” pp. 204–205; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p>	<p><i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i></p>

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
4.A.02	U	<p>Chapter 1: “The Developmental Continuum,” pp. 42–58</p> <p>Chapter 4: “Assessing Children’s Learning,” pp. 199–208; “Collecting Facts,” pp. 199–204; “Documenting Your Observations,” p. 200; “Collecting Children’s Work in Portfolios,” pp. 200–204; “Analyzing and Evaluating the Collected Facts,” pp. 204–205; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p> <p>Chapter 5: “Communicating With Families,” pp. 223–224; “Partnering With Families on Children’s Learning,” pp. 225–234</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<p><i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i> <i>Child Progress and Planning Report</i> <i>A Trainer’s Guide, Vol. 1: Getting Started</i> <i>A Teacher’s Guide to Using The Creative Curriculum for Preschool Developmental Continuum Assessment System</i></p>
4.A.03	U	<p>Chapter 1: “The Developmental Continuum,” pp. 42–58</p> <p>Chapter 4: “Assessing Children’s Learning,” pp. 199–208; “Collecting Facts,” pp. 199–204; “Documenting Your Observations,” p. 200; “Collecting Children’s Work in Portfolios,” pp. 200–204; “Analyzing and Evaluating the Collected Facts,” pp. 204–205; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p> <p>Chapter 5: “Communicating With Families,” pp. 223–224; “Partnering With Families on Children’s Learning,” pp. 225–234</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<p><i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i> <i>Child Progress and Planning Report</i> <i>Class Summary Worksheet</i> <i>A Trainer’s Guide, Vol. 1: Getting Started</i></p>
4.B. Using Appropriate Assessment Methods			
4.B.01	U	Chapter 4: “Assessing Children’s Learning,” pp. 199–208	<p><i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i> <i>Individual Child Profile</i> <i>Class Summary Worksheet</i></p>
4.B.02	U	<p>Chapter 1: “The Developmental Continuum,” pp. 42–58</p> <p>Chapter 4: “Assessing Children’s Learning,” pp. 199–208</p>	<p><i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i></p>
4.B.03	U	<p>Chapter 1: “The Developmental Continuum,” pp. 42–58</p> <p>Chapter 4: “Assessing Children’s Learning,” pp. 199–208; “Collecting Facts,” pp. 199–204; “Documenting Your Observations,” p. 200; “Collecting Children’s Work in Portfolios,” pp. 200–204; “Analyzing and Evaluating the Collected Facts,” pp. 204–205; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p>	<p><i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i></p>
4.B.04	U	The program uses <i>The Creative Curriculum Developmental Continuum for Ages 3–5</i> , a valid and reliable tool.	<p><i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i></p>

NAEYC #	Age	<i>The Creative Curriculum</i> [®] for Preschool	Related products in <i>The Creative Curriculum</i> [®] system
4.B.05	U	<p>Chapter 1: “The Developmental Continuum,” pp. 42–58</p> <p>Chapter 4: “Assessing Children’s Learning,” pp. 199–208; “Collecting Facts,” pp. 199–204; “Documenting Your Observations,” p. 200; “Collecting Children’s Work in Portfolios,” pp. 200–204; “Analyzing and Evaluating the Collected Facts,” pp. 204–205; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p> <p>Curriculum and assessment are linked through use of <i>The Creative Curriculum Developmental Continuum for Ages 3–5</i>.</p>	<i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i>
4.B.06	U	<p>Chapter 1: “The Developmental Continuum,” pp. 42–58</p> <p>Chapter 4: “Assessing Children’s Learning,” pp. 199–208; “Collecting Facts,” pp. 199–204; “Documenting Your Observations,” p. 200; “Collecting Children’s Work in Portfolios,” pp. 200–204; “Analyzing and Evaluating the Collected Facts,” pp. 204–205; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p>	<p><i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i></p> <p><i>A Teacher’s Guide to Using The Creative Curriculum for Preschool Developmental Continuum Assessment System</i></p>
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	<p>Chapter 1: “The Developmental Continuum,” pp. 42–58: “Social/Emotional, Physical, Cognitive, and Language Development”</p> <p>Chapter 4: “Collecting Facts,” pp. 199–204; “Documenting Your Observations,” p. 200; “Collecting Children’s Work in Portfolios,” pp. 200–204; “Analyzing and Evaluating the Collected Facts,” pp. 204–205; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p>	<i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i>
4.C.03	U	“ <i>The Creative Curriculum Goals & Objectives at a Glance</i> ,” p. 530	<i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i>
4.D. Adapting Curriculum, Individualizing Teaching, and Informing Program Development			
4.D.01	U	<p>Chapter 4: “Collecting Facts,” pp. 199–204; “Documenting Your Observations,” p. 200; “Collecting Children’s Work in Portfolios,” pp. 200–204; “Analyzing and Evaluating the Collected Facts,” pp. 204–205; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p> <p>“Weekly Planning Form,” pp. 526–529</p>	<i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i>
4.D.02	U	<p>Chapter 2: “Weekly Planning,” pp. 97–100</p> <p>“Weekly Planning Form,” pp. 526–529</p>	<i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i>
4.D.03	U	<p>Section in all Interest Area chapters:</p> <p>“The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<p><i>A Trainer’s Guide, Vol. 1: Getting Started: “The Teacher’s Role”</i></p> <p><i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i></p>

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
4.D.04	U	<p>Chapter 4: “Collecting Facts,” pp. 199–204; “Documenting Your Observations,” p. 200; “Collecting Children’s Work in Portfolios,” pp. 200–204; “Analyzing and Evaluating the Collected Facts,” pp. 204–205; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i>
4.D.05– 4.D.06	I	These criteria do not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	
4.D.07	T-P- K	<p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	
4.D.08	T-P- K	<p>Chapter 4: “Collecting Facts,” pp. 199–204; “Documenting Your Observations,” p. 200; “Collecting Children’s Work in Portfolios,” pp. 200–204; “Analyzing and Evaluating the Collected Facts,” pp. 204–205; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>	<p><i>A Trainer’s Guide, Vol. 1: Getting Started: “The Teacher’s Role”</i></p> <p><i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i></p>
4.E. Communicating with Families and Involving Families in the Assessment Process			
4.E.01	U	<p>Chapter 5: “Communicating With Families,” pp. 223–224; “Making the Most of Daily Exchanges With Families,” p. 223; “Partnering With Families on Children’s Learning,” pp. 225–234; “Offering a Variety of Ways to Be Involved,” pp. 225–227; “Ways for Families to Be Involved,” p. 226; “Ways for Families to Be Involved: Sharing Their Culture,” p. 226; “Making Classroom Participation Meaningful,” pp. 228–231; “Meeting With Families to Share Information and Plan,” pp. 231–234</p>	<p><i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i></p> <p><i>Child Progress and Planning Report</i></p> <p><i>A Trainer’s Guide, Vol. 1: Getting Started: “The Family’s Role”</i></p>
4.E.02	U	<p>Chapter 5: “Communicating With Families,” pp. 223–224; “Meeting With Families to Share Information and Plan,” pp. 231–234</p> <p>Section in all Interest Area chapters: “A Letter to Families About the ___ Interest Area”</p>	<p><i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i></p> <p><i>Child Progress and Planning Report</i></p> <p><i>A Trainer’s Guide, Vol. 1: Getting Started: “The Family’s Role”</i></p>
4.E.03	U	<p>Chapter 5: “Communicating With Families,” pp. 223–224; “Partnering With Families on Children’s Learning,” pp. 225–234; “Meeting With Families to Share Information and Plan,” pp. 231–234</p>	<p><i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i></p> <p><i>Child Progress and Planning Report</i></p> <p><i>A Trainer’s Guide, Vol. 1: Getting Started: “The Family’s Role”</i></p>
4.E.04	U	<p>Chapter 5: “Meeting With Families to Share Information and Plan,” pp. 231–234</p>	<p><i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i></p> <p><i>A Trainer’s Guide, Vol. 1: Getting Started: “The Family’s Role”</i></p>

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
4.E.05	U	Chapter 5: “Communicating With Families,” pp. 223–224; “Making the Most of Daily Exchanges With Families,” p. 223; “Partnering With Families on Children’s Learning,” pp. 225–234; “Offering a Variety of Ways to Be Involved,” pp. 225–227; “Ways for Families to Be Involved,” p. 226; “Ways for Families to Be Involved: Sharing Their Culture,” p. 226; “Making Classroom Participation Meaningful,” pp. 228–231; “Meeting With Families to Share Information and Plan,” pp. 231–234	<i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i> <i>Child Progress and Planning Report</i> <i>A Trainer’s Guide, Vol. 1: Getting Started: “The Family’s Role”</i>
4.E.06	U	Chapter 5: “The Family’s Role,” pp. 211–241, especially “Meeting With Families to Share Information and Plan,” pp. 231–234; “Responding to Challenging Situations,” pp. 235–240	<i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i>
4.E.07	U	Chapter 5: “Meeting With Families to Share Information and Plan,” pp. 231–234	<i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i>
PROGRAM STANDARD 7—FAMILIES			
7.A. Knowing and Understanding the Program’s Families			
7.A.01	U	Chapter 5: “Appreciating Family Differences,” pp. 212–213; “Conveying Positive Messages to Families,” p. 221; “Reaching Out to All Family Members,” p. 222; “Communicating With Families,” pp. 223–224; “Responding to Challenging Situations,” pp. 235–240: Families Under Stress,” pp. 235–236; “Dealing With Misunderstandings,” pp. 236–238; “Addressing Differences Constructively,” pp. 239–240	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Teacher’s Role,” “The Family’s Role”</i> <i>Using The Creative Curriculum® LearningGames®: A Teacher’s Guide</i>
7.A.02	U	Chapter 5: “Communicating With Families,” pp. 223–224; “Making the Most of Daily Exchanges With Families,” p. 223; “Meeting With Families to Share Information and Plan,” pp. 231–234	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Teacher’s Role,” “The Family’s Role”</i>
7.A.03	U	Chapter 2: “The Learning Environment,” pp. 61–123 Chapter 5: “Communicating With Families,” pp. 223–224; “Making the Most of Daily Exchanges With Families,” p. 223; “Meeting With Families to Share Information and Plan,” pp. 231–234	<i>The Creative Curriculum® LearningGames® 36–48 Months</i> <i>The Creative Curriculum® LearningGames® 48–60 Months</i>
7.A.04	U		
7.A.05	U	Chapter 5: “Communicating With Families,” pp. 223–224; “Making the Most of Daily Exchanges With Families,” p. 223; “Meeting With Families to Share Information and Plan,” pp. 231–234	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Teacher’s Role,” “The Family’s Role”</i> <i>The Creative Curriculum® LearningGames® 36–48 Months</i> <i>The Creative Curriculum® LearningGames® 48–60 Months</i>
7.A.06	U	Chapter 5: “Communicating With Families,” pp. 223–224; “Making the Most of Daily Exchanges With Families,” p. 223; “Meeting With Families to Share Information and Plan,” pp. 231–234	<i>A Trainer’s Guide, Vol. 1: Getting Started: “The Teacher’s Role,” “The Family’s Role”</i> <i>A Home Visitor’s Guide to The Creative Curriculum® LearningGames®</i>
7.A.07	U	Chapter 5: “Making Families Feel Welcome,” pp. 218–222; “Creating a Welcoming Environment,” pp. 218–219; “Communicating With Families: Daily Exchanges, Formal Communications,” pp. 223–224; “Meeting With Families to Share Information and Plan,” pp. 231–234; “Making Classroom Participation Meaningful,” pp. 228–231	<i>A Parent’s Guide to Preschool</i> <i>A Trainer’s Guide, Vol. 1: Getting Started: “The Family’s Role”</i>

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
7.A.08	U	Chapter 5: “Communicating With Families,” pp. 223–224; “Making the Most of Daily Exchanges With Families,” p. 223; “Meeting With Families to Share Information and Plan,” pp. 231–234	<i>A Trainer’s Guide, Vol. 1: Getting Started:</i> “The Teacher’s Role,” “The Family’s Role” <i>Using The Creative Curriculum® LearningGames® With Families: A Teacher’s Guide</i> <i>The Creative Curriculum® LearningGames®</i> 36–48 Months <i>The Creative Curriculum® LearningGames®</i> 48–60 Months
7.A.09	U	Chapter 5: “Communicating With Families,” pp. 223–224; “Making the Most of Daily Exchanges With Families,” p. 223; “Meeting With Families to Share Information and Plan,” pp. 231–234 Section in all Interest Area chapters: “A Letter to Families About the ___ Area”	<i>The Creative Curriculum® LearningGames®</i> 36–48 Months <i>The Creative Curriculum® LearningGames®</i> 48–60 Months <i>Literacy: The Creative Curriculum Approach:</i> Chapter 3: “Tips to Share With Families,” p. 78, 90, 100, 108, 119, 126 <i>Mathematics: The Creative Curriculum Approach:</i> Chapter 1: “Tips to Share With Families,” pp. 14, 23, 30, 38, 45 <i>The Creative Curriculum Study Starters:</i> “Letter to Families,” p. 28
7.A.10	U	Chapter 1: “Children With Special Needs,” pp. 35–38 Chapter 2: “Adaptations for Children With Disabilities,” pp. 71–72 Chapter 4: “Adapting Instruction to Include All Children,” pp. 179–183; “Teaching Children Who Are Gifted,” pp. 179–180; “Teaching Children With Disabilities,” pp. 180–181; “Teaching English Language Learners,” pp. 181–183 Chapter 5: “Communicating With Families,” pp. 223–224; “Making the Most of Daily Exchanges With Families,” p. 223; “Meeting With Families to Share Information and Plan,” pp. 231–234 Chapter 16: “Adapting the Outdoors Area for Children With Special Needs,” p. 510	<i>A Trainer’s Guide, Vol. 1: Getting Started:</i> “The Teacher’s Role,” “The Family’s Role”, see especially workshop “Adapting Instructions for Children With Special Needs” <i>The Creative Curriculum® LearningGames®</i> 36–48 Months <i>The Creative Curriculum® LearningGames®</i> 48–60 Months
7.A.11	U	Chapter 5: “Making Families Feel Welcome,” pp. 218–222; “Creating a Welcoming Environment,” pp. 218–219; “Building Trust,” p. 221; “Conveying Positive Messages to Families,” p. 221	<i>A Parent’s Guide to Preschool</i>
7.A.12	U	Chapter 5: “Offering a Variety of Ways to Be Involved,” pp. 225–227	<i>Using The Creative Curriculum® LearningGames® With Families: A Teacher’s Guide:</i> “Introducing LearningGames During a Family Workshop,” pp. 34–40
7.A.13	U		
7.A.14	U	Chapter 5: “Offering a Variety of Ways to Be Involved,” pp. 225–227	
7.B. Sharing Information Between Staff and Families			
7.B.01	U	Chapter 5: “Making Families Feel Welcome,” pp. 218–222; “Creating a Welcoming Environment,” pp. 218–219; “Building Trust,” p. 221; “Conveying Positive Messages to Families,” p. 221; “Reaching Out to All Family Members,” p. 222; “Communicating With Families,” pp. 223–224	<i>A Parent’s Guide to Preschool</i> <i>A Trainer’s Guide to The Creative Curriculum for Preschool, Volume 1: Getting Started:</i> “The Family’s Role” <i>The Creative Curriculum® LearningGames®</i> 36–48 Months <i>The Creative Curriculum® LearningGames®</i> 48–60 Months
7.B.02	U	Chapter 5: “Making Families Feel Welcome,” pp. 218–222; “Creating a Welcoming Environment,” pp. 218–219; “Building Trust,” p. 221; “Conveying Positive Messages to Families,” p. 221; “Reaching Out to All Family Members,” p. 222; “Communicating With Families,” pp. 223–224	<i>The Creative Curriculum® LearningGames®</i> 36–48 Months and <i>The Creative Curriculum® LearningGames®</i> 48–60 Months—available in English and Spanish

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
7.B.03	U	Chapter 5: “Meeting With Families to Share Information and Plan,” pp. 231–234	<i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i> <i>A Trainer’s Guide, Vol. 1: Getting Started: “The Family’s Role”</i> <i>Child Progress & Planning Report</i>
7.B.04	U	Chapter 5: “The Family’s Role,” pp. 211–241, especially “Meeting With Families to Share Information and Plan,” pp. 231–234; “Responding to Challenging Situations,” pp. 235–240	<i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i> <i>The Expanded Forerunners of The Creative Curriculum Developmental Continuum for Ages 3–5</i>
7.B.05	I-T	This criterion does not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	
7.B.06	U	Chapter 5: “Communicating With Families,” pp. 223–224; “Making the Most of Daily Exchanges With Families,” p. 223; “Partnering With Families on Children’s Learning,” pp. 225–234; “Offering a Variety of Ways to Be Involved,” pp. 225–227; “Ways for Families to Be Involved,” p. 226; “Ways for Families to Be Involved: Sharing Their Culture,” p. 226; “Making Classroom Participation Meaningful,” pp. 228–231; “Meeting With Families to Share Information and Plan,” pp. 231–234	<i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i> <i>A Trainer’s Guide, Vol. 1: Getting Started: “The Family’s Role”</i> <i>Using The Creative Curriculum® LearningGames® With Families: A Teacher’s Guide</i>
7.C. Nurturing Families as Advocates for Their Children			
7.C.01	U	Chapter 5: “Communicating With Families,” pp. 223–224; “Making the Most of Daily Exchanges With Families,” p. 223; “Partnering With Families on Children’s Learning,” pp. 225–234; “Offering a Variety of Ways to Be Involved,” pp. 225–227; “Ways for Families to Be Involved,” p. 226; “Ways for Families to Be Involved: Sharing Their Culture,” p. 226; “Making Classroom Participation Meaningful,” pp. 228–231; “Meeting With Families to Share Information and Plan,” pp. 231–234	<i>The Creative Curriculum® LearningGames® 36–48 Months</i> <i>The Creative Curriculum® LearningGames® 48–60 Months</i>
7.C.02	U	Chapter 5: “The Family’s Role,” pp. 211–241, especially “Meeting With Families to Share Information and Plan,” pp. 231–234; “Responding to Challenging Situations,” pp. 235–240	<i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i> <i>Child Progress & Planning Report</i>
7.C.03	U		
7.C.04	U	Chapter 5: “The Family’s Role,” pp. 211–241, especially “Meeting With Families to Share Information and Plan,” pp. 231–234; “Responding to Challenging Situations,” pp. 235–240	<i>The Creative Curriculum for Preschool Developmental Continuum Assessment System</i>
7.C.05	U		
7.C.06	U		
7.C.07	U		
7.C.08	U		

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
PROGRAM STANDARD 9— PHYSICAL ENVIRONMENT			
9.A. Indoor and Outdoor Equipment, Materials, and Furnishings			
9.A.01	U	<p>Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81</p> <p>Chapter 2: “Adaptations for Children With Disabilities,” pp. 71–72</p> <p>Chapter 9: “Including All Children in the Art Area,” p. 346</p> <p>Chapter 10: “Including All Children in the Library Area,” and “Special Challenges in the Library Area,” pp. 374–375</p> <p>Chapter 15: “Adapting the Computer Area for Children With Special Needs,” pp. 480–481; “Computer Assistive Devices,” p. 481</p> <p>Chapter 16: “Adapting the Outdoors Area for Children With Special Needs,” p. 510</p>	
9.A.02	U	Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81	
9.A.03	U	Chapter 2: “Adaptations for Children With Disabilities,” pp. 71–72 Section in all Interest Area chapters: “Creating an Environment for [Each Interest] Area”	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : Workshop in “The Learning Environment” section: “Adapting for Children With Disabilities”
9.A.04	U	Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81 Section in all Interest Area chapters: “Creating an Environment for [Each Interest] Area”	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : Part II: “Workshops on Interest Areas”
9.A.05	U	Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81; see especially “Space Planning Guidelines,” p. 64 Section in all Interest Area chapters: “Creating an Environment for [Each Interest] Area”	
9.A.06	U	Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81	
9.A.07	U	Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Places for Storage,” pp. 69–70 Section in all Interest Area chapters: “Displaying Materials”	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment” and Part II: “Workshops on Interest Areas”
9.A.08	U	Chapter 2: “Choice Time,” pp. 87–88 Section in all Interest Area chapters: “Creating an Environment for [Each Interest] Area”	<i>The Creative Curriculum Literacy Kits</i> <i>The Creative Curriculum Math Kits</i>
9.A.09	U	Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81; “A System for Classroom Jobs,” pp. 73–74; “The Daily Schedule,” pp. 92–97	
9.A.10	U	Chapter 2: “A Comfortable and Attractive Setting,” pp. 70–71; “Does The Classroom Convey the Positive Messages I Intend?” pp. 76–78	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment” <i>A Parent’s Guide to Preschool</i>
9.A.11	U	Chapter 2: “How Is the Physical Setting Working?” p. 79 Chapter 2: “What Problems Might Be Related to the Physical Setting?” pp. 80–81	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment”

NAEYC #	Age	<i>The Creative Curriculum® for Preschool</i>	Related products in <i>The Creative Curriculum®</i> system
9.A.12	U	<p>Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81; “Does The Classroom Convey the Positive Messages I Intend?” pp. 76–78; “Adaptations for Children With Disabilities,” pp. 71–72</p> <p>Chapter 15: “Adapting the Computer Area for Children With Special Needs,” pp. 480–481; “Computer Assistive Devices,” p. 481</p> <p>Chapter 16: “Adapting the Outdoors Area for Children With Special Needs,” p. 510</p>	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment”
9.A.13	U	<p>Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81</p> <p>Section in all Interest Area chapters: “Creating an Environment for [Each Interest Area]”</p>	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : “The Learning Environment”
9.A.14– 9.A.15	I	These criteria do not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	
9.B. Outdoor Environmental Design			
9.B.01	U	Chapter 16: “Outdoors,” pp. 493–522	<i>A Trainer’s Guide</i> , Vol. 1: <i>Getting Started</i> : Part II, Workshop on “Outdoors”
9.B.02– 9.B.07	U		
9.C. Building and Physical Design			
9.C.1– 9.C.15	U		
9.C.16– 9.C.17	I-T	These criteria do not apply to the age group of <i>The Creative Curriculum for Preschool</i> .	
9. D. Environmental Health			
9.D.1– 9.D.9	U		