

**Alignment of the Ohio *Early Learning Content Standards* With  
The Goals and Objectives of *The Creative Curriculum® Developmental Continuum for Ages 3–5* and  
Related Publications from *The Creative Curriculum® System*:**

- ***The Creative Curriculum® for Preschool***
- ***Literacy: The Creative Curriculum® Approach***
- ***Mathematics: The Creative Curriculum® Approach***
- ***The Creative Curriculum® Study Starters***

*The Creative Curriculum for Preschool* is a comprehensive curriculum that 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.

*The Creative Curriculum Developmental Continuum for Ages 3–5* has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective has three developmental steps showing the expected sequence of development. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus we have created Expanded Forerunners for each objective which also have three steps. (The Expanded Forerunners are not shown in this document.)

*Literacy: The Creative Curriculum Approach* shows teachers how to plan focused lessons and maximize literacy learning opportunities throughout the day.

*Mathematics: The Creative Curriculum Approach* shows teachers how to plan focused lessons and maximize mathematics learning opportunities throughout the day.

*The Creative Curriculum Study Starters* (2005 Series: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, and Balls*; 2006 Series: *Chairs & Things to Sit On, Wheels, Water Pipes, Exercise, Trash & Garbage, Shadows*) are a series of guides to help teachers implement investigative, project-based learning in the classroom. With *Study Starters*, children learn science and social studies content as they explore, while also developing skills in literacy, math, the arts, and technology.

All of the Ohio standards align with the content of *The Creative Curriculum for Preschool*. Several highly specific Ohio standards do not align with *The Creative Curriculum Developmental Continuum*. These are noted in the text. In addition, the Ohio standards do not address several objectives of *The Creative Curriculum*: objectives 1, Shows ability to adjust to new situations; 3, Recognizes own feelings and manages them appropriately; or any of the Physical Development Fine Motor or Gross Motor objectives (numbers 14–21).

Contents	
English Language Arts	2
Mathematics	15
Science	22
Social Studies	28

**References**

Copley, J. V., Jones, C., & Dighe, J. (2007). *Mathematics: The Creative Curriculum® Approach*. Washington, DC: Teaching Strategies, Inc.

Dodge, D. T., Colker, L. J., & Heroman, C. (2002). *The Creative Curriculum® for preschool*. Washington, DC: Teaching Strategies, Inc.

Heroman, C. & Jones, C. (2004). *Literacy: The Creative Curriculum® Approach*. Washington, DC: Teaching Strategies, Inc.

Ohio Department of Education, Center for Students, Families & Communities, Office of Early Learning and School Readiness. (2004, revised 2006). *Early learning content standards*. Columbus, OH: Author. Retrieved February 9, 2007 from <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=305>

Teaching Strategies, Inc. (2001). *The Creative Curriculum® developmental continuum for ages 3–5*. Washington, DC: Author.

Teaching Strategies, Inc. (2005, 2006). *The Creative Curriculum® Study Starters: A Step-By-Step Guide to Project-Based Investigations in Science and Social Studies*. (2005 Series: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, Balls*; 2006 Series: *Chairs and Things to Sit On, Wheels, Water Pipes, Trash & Garbage, Shadows, Exercise*). Washington, DC: Author.

<i>Early Learning Content Standards</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>ENGLISH LANGUAGE ARTS</b>		
<b>PHONEMIC AWARENESS, WORD RECOGNITION, AND FLUENCY FOR EARLY CHILDHOOD</b>		
<b>Phonological and Phonemic Awareness</b>		
1. Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words (e.g., cat/hat, dog/frog).	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words	Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Library,” pp. 351–379 Chapter 13: “Music and Movement,” pp. 423–441  <b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Phonological Awareness,” pp. 16–21 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78
2. Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., <i>cat</i> , <i>ap-ple</i> ).	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words	<b>Scope &amp; Sequence for Language and Literacy</b> “Listening,” p. 276 “Rhyming,” p. 276 “Alliteration,” p. 277 “Syllables,” p. 278 “Phonemic Awareness,” p. 279
3. Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words	“Onset and Rime,” p. 279 “Phonemic Awareness,” p. 279
4. Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in <i>Bob</i> , <i>ball</i> , <i>baby</i> ; /t/ as in <i>Matt</i> , <i>kite</i> , <i>boat</i> ).	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum®</i> for Preschool and Related Publications
<b>Word Recognition</b>		
5. Identify own name in print.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgements about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Observing and Responding to Individual Children in the Library Area,” pp. 365–370; “Developmental Steps in Writing,” pp. 367–369  <b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Knowledge of Print,” pp. 22–27 Chapter 2: “Creating a Literacy-Rich Physical Environment,” pp. 52–53; “Literacy Throughout the Day,” pp. 54–57 Chapter 5: “Literacy Activity: Making My Name,” p. 234 <b>Scope &amp; Sequence for Language and Literacy</b> “Print Concepts,” p. 282
6. Recognize and name some upper and lower case letters in addition to those in first name.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections	
7. Recognize that words are made up of letters (e.g., c-a-t).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read	
<b>Fluency</b>		
8. Recognize and “read” familiar words or environmental print (e.g., McDonald’s, Bob Evans).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgements about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133; “Comprehension,” pp. 129–130, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366; “Interacting With Children in the Library Area,” pp. 370–375; “Reading Books to Children,” p. 370–373  <b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32; “Comprehension,” pp. 33–38 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 <b>Scope &amp; Sequence for Language and Literacy</b> “Motivation for Reading,” p. 280 “Print Concepts,” p. 282 “Alphabet and Word Knowledge,” p. 283 “Comprehension,” p. 284
9. Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading (e.g., <i>Brown Bear, Brown Bear</i> ).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>ACQUISITION of VOCABULARY FOR EARLY CHILDHOOD</b>		
<b>Contextual Understanding</b>		
1. Understand the meaning of new words from context of conversations, the use of pictures that accompany text or the use of concrete objects.	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Knowledge of Print,” p. 128, 132; “Comprehension,” pp. 129–130, 133 Chapter 10: “Understanding the Function and Value of Print, p. 366” Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development” “Connecting ___ With Curriculum Objectives: Language Development” “What Children Learn in the ___ Area: Literacy”
2. Recognize and demonstrate an understanding of environmental print (e.g., STOP on a stop sign).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgements about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Vocabulary and Language,” pp. 11–15; “Knowledge of Print,” pp. 22–27; “Comprehension,” pp. 33–38 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190 <b>Scope &amp; Sequence for Language and Literacy</b> “Comprehension,” p. 284
<b>Conceptual Understanding</b>		
3. Name items in common categories (e.g., animals, food, clothing, transportation, etc).	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Comprehension,” pp. 129–130, 133 <b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Vocabulary and Language,” pp. 11–15
4. Demonstrate or orally communicate position and directional words (e.g., inside, outside, in front of, behind).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective	
<b>Tools and Resources</b>		
5. Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgements about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print	Chapter 10: “Matching Words With the Printed Text,” p. 366; “Recognizing Printed Words,” p. 366 <b>Literacy: The Creative Curriculum® Approach</b> <b>Scope &amp; Sequence for Language and Literacy</b> “Alphabet and Word Knowledge,” p. 283

<i>Early Learning Content Standards</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>READING PROCESS: CONCEPTS OF PRINT, COMPREHENSION STRATEGIES, AND SELF- MONITORING STRATEGIES FOR EARLY CHILDHOOD</b>		
<b>Concepts of Print</b>		
1. Understand that print has meaning by demonstrating the functions of print through play activities (e.g., orders from a menu in pretend play).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read	Chapter 3: “Knowledge of Print,” p. 128, 132; “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 10: “Understanding the Function and Value of Print,” p. 366; “Recognizing That Written Words are Symbols,” p. 366
2. Hold books right side up, know that people read pages from front to back, top to bottom and read words from left to right.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Knowledge of Print,” pp. 22–27; “Books and Other Texts,” pp. 39–42 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190
3. Begin to distinguish print from pictures	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read	<b>Scope &amp; Sequence for Language and Literacy</b> “Motivation for Reading,” p. 280 “Concepts of Books,” p. 281 “Comprehension,” p. 284
<b>Comprehension Strategies (continues next page)</b>		
4. Begin to visualize, represent, and sequence an understanding of text through a variety of media and play.	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play <b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 10: “Understanding How Stories Work,” p. 366 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”
5. Predict what might happen next during reading of text.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42 Chapter 3: “Playing: Children’s Work,” pp. 120–126; “Studies: Using Literacy to Learn,” pp. 127–131 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190 <b>Scope &amp; Sequence for Language and Literacy</b> “Self-Expression,” p. 275 “Comprehension,” p. 284

<i>Early Learning Content Standards</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>Comprehension Strategies (continued)</b>		
6. Connect information or ideas in text to prior knowledge and experience (e.g., “I have a new puppy at home too.”)	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 10: “Understanding How Stories Work,” p. 366 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”  <b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42 Chapter 3: “Playing: Children’s Work,” pp. 120–126; “Studies: Using Literacy to Learn,” pp. 127–131 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190 <b>Scope &amp; Sequence for Language and Literacy</b> “Self-Expression,” p. 275 “Comprehension,” p. 284
7. Answer literal questions to demonstrate comprehension of orally read age-appropriate text.	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details	
<b>Self-Monitoring Strategies</b>		
8. Respond to oral reading by commenting or questioning (e.g., “That would taste yucky.”).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	Chapter 3: “Comprehension,” pp. 129–130, 133  <b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Comprehension,” pp. 33–38 <b>Scope &amp; Sequence for Language and Literacy</b> “Self-Expression,” p. 275 “Comprehension,” p. 284
<b>Independent Reading</b>		
9. Select favorite books and poems and participate in shared oral reading and discussions.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379  <b>Literacy: The Creative Curriculum® Approach</b> Chapter 3: “Reading Aloud,” pp. 79–90 <b>Scope &amp; Sequence for Language and Literacy</b> “Listening and Responding to Language,” p. 274 “Motivation for Reading,” p. 280

<i>Early Learning Content Standards</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum®</i> for Preschool and Related Publications
<b>READING APPLICATIONS: INFORMATIONAL, TECHNICAL AND PERSUASIVE TEXT FOR EARLY CHILDHOOD</b>		
<b>Reading Applications</b>		
1. Use pictures and illustrations to aid comprehension (e.g., talks about picture when sharing a story in a book).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgements about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print	Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133; “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”
2. Retell information from informational text.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Vocabulary and Language,” pp. 11–15 “Comprehension,” pp. 33–38 Chapter 3: “Story Retelling,” pp. 101–108 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190 <b>Scope &amp; Sequence for Language and Literacy</b> “Comprehension,” p. 284
3. Tell the topic of a selection that has been read aloud (e.g., What is the book about?).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	
4. Gain text information from pictures, photos, simple charts and labels.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgements about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print	
5. Follow simple directions.	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum® for Preschool</i> and Related Publications
<b>READING APPLICATIONS: LITERARY TEXT FOR EARLY CHILDHOOD</b>		
<b>Reading Applications</b>		
1. Identify characters in favorite books and stories.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Creating an Environment for the Library Area,” pp. 354–361; “Materials for Story Retelling,” p. 358; “Interacting With Children in the Library Area,” pp. 370–375; “Reading Books to Children,” p. 370–373; “Retelling Stories With Children,” p. 373 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”
2. Retell or re-enact events from a story through a variety of media and play events (e.g., dramatize a favorite story).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108 Chapter 4: “The Library Area as the Hub of Literacy Activity,” pp. 134–143 <b>Scope &amp; Sequence for Language and Literacy</b> “Listening and Responding to Language,” p. 274 “Motivation for Reading,” p. 280 “Comprehension,” p. 284
3. Begin to demonstrate an understanding of the differences between fantasy and reality (e.g., talking flowers and animals).	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play	
4. Participate in shared reading of repetitious or predictable text.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>WRITING PROCESSES FOR EARLY CHILDHOOD</b>		
<b>Prewriting</b>		
1. Generate ideas for a story or shared writing with assistance.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning	Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374  <b>Literacy: The Creative Curriculum® Approach</b>
2. Choose a topic for writing related to shared or personal experience.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning	Chapter 3: “Writing,” pp. 109–119 Chapter 4: “Developmental Steps in Writing,” pp. 137–138 <b>Scope &amp; Sequence for Language and Literacy</b> “Purposes of Writing,” p. 285
3. Begin to determine purpose for writing (e.g., writing invitations to a birthday party).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning	
<b>Drafting, Revising and Editing</b>		
4. Generate related ideas with assistance.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning	Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374 Chapter 15: “Computers,” pp. 471–491 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”
5. Dictate or produce “writing” to express thoughts.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	<b>Literacy: The Creative Curriculum® Approach</b>
6. Repeat message conveyed through dictation or “writing” (e.g., retell what was written).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	Chapter 3: “Writing,” pp. 109–119 Chapter 4: “Developmental Steps in Writing,” pp. 137–138 <b>Scope &amp; Sequence for Language and Literacy</b> “Purposes of Writing,” p. 285 “Writing Mechanics,” p. 285
7. Begin to use resources (e.g., labels, books, adults, word walls, computer, etc.) to convey meaning.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>Publishing</b>		
8. Display or share writing samples, illustrations and dictated stories with others.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing word	Chapter 10: “Developmental Steps in Writing,” pp. 367–369 Chapter 15: “Computers,” pp. 471–491 Sections in all Interest Area chapters: “Connecting ___ With Curriculum Objectives: Language Development” “What Children Learn in the ___ Area: Literacy”  <b>Literacy: The Creative Curriculum® Approach</b> Chapter 3: “Writing,” pp. 109–119 <b>Scope &amp; Sequence for Language and Literacy</b> “Purposes of Writing,” p. 285 “Writing Mechanics,” p. 285
<b>WRITING APPLICATIONS FOR EARLY CHILDHOOD</b>		
<b>Writing Applications</b>		
1. Dictate stories or produce simple stories using pictures, mock letters or words.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning	Chapter 2: Displaying and Labeling Materials,” pp. 65–67 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189 Chapter 10: “Developmental Steps in Writing,” pp. 367–369 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”
2. Name objects and label with assistance from adult cues (e.g., table, door).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgements about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 2: “Creating a Literacy-Rich Physical Environment,” pp. 52–53 Chapter 3: “Writing,” pp. 109–119 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190; “Developmental Steps in Writing,” pp. 137–138 <b>Scope &amp; Sequence for Language and Literacy</b> “Purposes of Writing,” p. 285 “Writing Mechanics,” p. 285
3. Play at writing from top to bottom, horizontal rows as format.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	
4. Dictate words or produce writing approximations for a variety of purposes (e.g., menus in dramatic play, note to friend).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>WRITING CONVENTIONS FOR EARLY CHILDHOOD</b>		
<b>Handwriting</b>		
1. Print letters of own name and other meaningful words with assistance using mock letters and/or conventional print.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	Chapter 6: “Making Signs in the Block Area,” pp. 265–266 Chapter 10: “Developmental Steps in Writing,” pp. 367–369 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”
2. Begin to demonstrate letter formation in “writing.”	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 4: “Developmental Steps in Writing,” pp. 137–138 <b>Scope &amp; Sequence for Language and Literacy</b> “Writing Mechanics,” p. 285
<b>Spelling</b>		
3. Scribble familiar words with mock letters and some actual letters (e.g., love, Mom, child’s name).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words	Chapter 10: “Developmental Steps in Writing,” pp. 367–369 <b>Literacy: The Creative Curriculum® Approach</b> Chapter 4: “Developmental Steps in Writing,” pp. 137–138 <b>Scope &amp; Sequence for Language and Literacy</b> “Writing Mechanics,” p. 285
<b>Punctuation and Capitalization</b>		
4. Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols or marks.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read	Chapter 10: “Recognizing That Written Words are Symbols,” p. 366 <b>Literacy: The Creative Curriculum® Approach</b> Chapter 4: “Developmental Steps in Writing,” pp. 137–138 <b>Scope &amp; Sequence for Language and Literacy</b> “Writing Mechanics,” p. 285

<i>Early Learning Content Standards</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum®</i> for Preschool and Related Publications
<b>RESEARCH FOR EARLY CHILDHOOD</b>		
<b>Research</b>		
1. Ask questions about experiences, areas of interest, pictures, letters, words, logos or icons (e.g., EXIT on a sign in the grocery store).	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding	Chapter 3: “Process Skills,” pp. 161–162 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349 Chapter 11: “Discovery,” pp. 381–401  Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development” “Connecting ___ With Curriculum Objectives: Language Development” “What Children Learn in the ___ Area: Literacy
2. Use a variety of resources to gather information with assistance (e.g., pictionary, informational picture books).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 3: “Studies: Using Literacy to Learn,” pp. 127–131 Chapter 4: “Literacy in the Dramatic Play Area,” pp. 148–152; “Literacy in the Art Area,” pp. 157–161; “Literacy in the Discovery Area,” pp. 162–166 <b>Scope &amp; Sequence for Language and Literacy</b> “Self-Expression,” p. 275 “Motivation for Reading,” p. 280
3. Recall information about a topic dictated or constructed by child.	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	
4. Share findings of information through retelling, media and play (e.g., draw a picture of the desert).	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>COMMUNICATION: ORAL AND VISUAL FOR EARLY CHILDHOOD</b>		
<b>Listening and Viewing</b>		
1. Attend to speakers, stories, poems and songs.	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 10: “Library,” pp. 351–379; see especially: “Materials for Listening,” pp. 359; “Reading Books to Children,” p. 370–373 Chapter 13: “Music and Movement,” pp. 423–441 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”
2. Connect information and events to personal experiences by sharing or commenting.	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Reading Aloud,” pp. 79–90 <b>Scope &amp; Sequence for Language and Literacy</b> “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275
3. Follow simple oral directions.	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps	
<b>Speaking Skills and Strategies</b>		
4. Speak clearly and understandably to express ideas, feelings and needs.	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”
5. Initiate and sustain a conversation through turn taking.	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges	<b>Literacy: The Creative Curriculum® Approach</b> Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78 <b>Scope &amp; Sequence for Language and Literacy</b> “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275

<i>Early Learning Content Standards</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum® for Preschool</i> and Related Publications
<b>Speaking Applications</b>		
6. Present own experiences, products, creations or writing through the use of language (e.g., share and talk about a drawing with others).	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 37. Makes and interprets representations <ul style="list-style-type: none"> <li>I. Draws or constructs and then names what it is</li> <li>II. Draws or builds a construction that represents something specific</li> <li>III. Plans then creates increasingly elaborate representations</li> </ul>	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 10: “Library,” pp. 351–379  <b>Literacy: The Creative Curriculum® Approach</b> Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100 <b>Scope &amp; Sequence for Language and Literacy</b> “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275
7. Participate in the recitation of books, poems, chants, songs and nursery rhymes (e.g., Little Miss Muffet).	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 44. Enjoys and values reading <ul style="list-style-type: none"> <li>I. Listens to stories being read</li> <li>II. Participates in story time interactively</li> <li>III. Chooses to read on own; seeks information in books; sees self as reader</li> </ul>	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum®</i> for Preschool and Related Publications
<b>MATHEMATICS</b>		
<b>NUMBER, NUMBER SENSE AND OPERATIONS FOR EARLY CHILDHOOD</b>		
<b>Number and Number Sense (continues next page)</b>		
1. Count to 10 in the context of daily activities and play (e.g., number songs).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total	Chapter 3: “Number Concepts,” pp. 134–135, 140 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” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”
2. Touch objects and say the number names when counting in the context of daily activities and play (e.g., cookies on a plate, steps on a set of stairs).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total	<b>Mathematics: The Creative Curriculum® Approach</b> Chapter 1: “Number and Operations,” pp. 7–14 Chapter 2: “Problem Solving,” pp. 48–50 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115  <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Toys and Games,” p. 13
3. Demonstrate one-to-one correspondence when counting objects (e.g., give one cookie to each child in group).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets	
4. Determine “how many” in sets of 5 or fewer objects.	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total	
5. Construct two sets of objects, each containing the same number of objects (e.g., 5 crayons and 5 blocks).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets	

<b>Number, Number Sense (continued)</b>		
6. Compare sets of equal, more, and fewer and use the language of comparison (e.g., equal, more and fewer).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools	Chapter 3: “Number Concepts,” pp. 134–135, 140 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” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”
7. Group and regroup a given set in the context of daily activities and play (e.g., 5 blocks can be 2 blue and 3 green or 1 blue and 4 green).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total	<b>Mathematics: The Creative Curriculum® Approach</b> Chapter 1: “Number and Operations,” pp. 7–14 Chapter 2: “Problem Solving,” pp. 48–50 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115
8. Represent quantity using invented forms (e.g., child’s marks to represent a quantity of objects).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total	<b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Toys and Games,” p. 13
9. Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations).	There are no <i>Creative Curriculum</i> objectives that align with this item.	
10. Identify and name numerals 0-9.	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total	
11. Compare and order whole numbers up to 5.	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total	
12. Identify penny, nickel, dime and quarter and recognize that coins have different values.	There are no <i>Creative Curriculum</i> objectives that align with this item.	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum®</i> for Preschool and Related Publications
<b>Meaning of Operations</b>		
13. Construct sets with more or fewer objects than a given set.	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total	Chapter 3: “Number Concepts,” pp. 134–135, 140; “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315  <b><i>Mathematics: The Creative Curriculum® Approach</i></b> Chapter 1: “Number and Operations,” pp. 7–14 Chapter 2: “Problem Solving,” pp. 48–50 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115
14. Count on (forward) using objects such as cards, number cubes or dominoes that have familiar dot patterns (e.g., when selecting 5 apples from a bag, takes out two and continues counting 3, 4, 5).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total	<b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Blocks, Toys and Games,” p. 13
15. Join two sets of objects to make one large set in the context of daily routines and play (e.g., combining 2 bags of raisins, each containing 3 pieces; combining 2 groups of blocks, each containing 3 blocks).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total	
16. Equally distribute a set of objects into 2 or more smaller sets (e.g., shares 6 crackers with 3 friends equally).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>MEASUREMENT FOR EARLY CHILDHOOD</b>		
<b>Measurement Units</b>		
1. Begin to identify and use the language of units of time. For example: a. Day, night, week; b. Yesterday, today, tomorrow	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101; “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141 <b>Mathematics: The Creative Curriculum® Approach</b> Chapter 1: “Measurement,” pp. 24–30 <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Math,” pp. 10–11
<b>Use Measurement Techniques and Tools</b>		
2. Recognize that various devices measure time (e.g., clock, timer, calendar).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101; “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421
3. Sequence or order events in the context of daily activities and play (e.g., wash your hands before and after snacks, who’s next for the computer).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts	Section in all Interest Area Chapters: “What Children Learn in the ___ Area: Mathematics”  <b>Mathematics: The Creative Curriculum® Approach</b> Chapter 1: “Measurement,” pp. 24–30 Chapter 2: “Problem Solving,” pp. 48–50 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Discovery Area,” pp. 138–142; “Mathematics in the Sand and Water Area,” pp. 143–147
4. Begin to use terms to compare the attributes of objects (e.g., bigger, smaller, lighter, heavier, taller, shorter, more and less).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools	<b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Toys and Games, Discovery, Sand and Water,” p. 13
5. Order a set of objects according to size, weight or length (e.g., cups of different sizes).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features	
6. Measure length and volume (capacity) using non-standard units of measure (e.g., how many paper clips long is a pencil, how many small containers does it take to fill one big container using sand, rice or beans).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
<b>GEOMETRY AND SPATIAL SENSE FOR EARLY CHILDHOOD</b>		
<b>Characteristics and Properties</b>		
1. Match identical two- and three-dimensional objects found in the environment in play situations (e.g., 2 squares of same size, 2 stop signs).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason	Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315  <b><i>Mathematics: The Creative Curriculum</i>® Approach</b> Chapter 1: “Geometry and Spatial Sense,” pp. 15–23 Chapter 2: “Reasoning,” pp. 51–55 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120
2. Sort and classify similar two- and three-dimensional objects in the environment and play situations (e.g., paper shapes, 2 balls of different size).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason	<b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Blocks, Toys and Games,” p. 13
3. Identify, name, create and describe common two-dimensional shapes in the environment and play situations (e.g., circles, triangles, rectangles and squares).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason	
4. Identify, name and describe three-dimensional objects using the child’s own vocabulary (e.g., sphere-“ball”, cube-“box”, cylinder-“can” or “tube”, and cone-“ice cream cone”).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason	
<b>Spatial Relationships</b>		
5. Demonstrate and begin to use the language of the relative position of objects in the environment and play situations (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to, right side up and upside down).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective	Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 16: “Outdoors,” pp. 493–522 <b><i>Mathematics: The Creative Curriculum</i>® Approach</b> Chapter 1: “Geometry and Spatial Sense,” pp. 15–23 Chapter 2: “Communication,” pp. 56–58 Chapter 4: “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Outdoor Area,” pp. 162–167  <b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Blocks, Outdoors,” p. 13

<i>Early Learning Content Standards</i>	<i>Creative Curriculum</i> <sup>®</sup> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> <sup>®</sup> for Preschool and Related Publications
<b>PATTERNS, FUNCTIONS AND ALGEBRA FOR EARLY CHILDHOOD</b>		
<b>Use Patterns, Relations and Functions</b>		
1. Sort, order and classify objects by one attribute (e.g., size, color, shape, use).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason	Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315  <b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 1: “Patterns (Algebra),” pp. 31–38 Chapter 2: “Reasoning,” pp. 51–55; “Connections,” pp. 59–62 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120
2. Identify, copy, extend and create simple patterns or sequences of sounds, shapes and motions in the context of daily activities and play (e.g., creates red, blue, red, blue pattern with blocks).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying	<b><i>The Creative Curriculum</i><sup>®</sup> Study Starters</b> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Blocks, Toys and Games,” p. 13
<b>Use Algebraic Representations</b>		
3. Use play, physical materials or drawings to model a simple problem (e.g., There are 6 cookies to be shared by 3 children. How many cookies can each child receive?)	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total	Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development; “Connecting ___ With Curriculum Objectives: Cognitive Development” “What Children Learn in the ___ Area: Mathematics”  <b><i>Mathematics: The Creative Curriculum</i><sup>®</sup> Approach</b> Chapter 1: “Patterns (Algebra),” pp. 31–38 Chapter 2: “Reasoning,” pp. 51–55; “Representation,” pp. 63–65  <b><i>The Creative Curriculum</i><sup>®</sup> Study Starters</b> “Integrate Content Area Learning: Math,” pp. 10–11

<i>Early Learning Content Standards</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>DATA ANALYSIS AND PROBABILITY FOR EARLY CHILDHOOD</b>		
<b>Data Collection</b>		
1. Gather, sort and compare objects by similarities and differences in the context of daily activities and play (e.g., leaves, nuts, socks).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”
2. Place information or objects in a floor or table graph according to one attribute (e.g., size, color, shape or quantity).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason	<b>Mathematics: The Creative Curriculum® Approach</b> Chapter 1: “Data Analysis,” pp. 39–45 Chapter 2: “Reasoning,” pp. 51–55; “Representation,” pp. 63–65 Chapter 4: “Mathematics in the Discovery Area,” pp. 138–142  <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Discovery,” p. 13
<b>Statistical Methods</b>		
3. Select the category or categories that have the most or fewest objects in a floor or table graph (e.g., favorite ice cream).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”  <b>Mathematics: The Creative Curriculum® Approach</b> Chapter 1: “Data Analysis,” pp. 39–45 Chapter 2: “Reasoning,” pp. 51–55; “Representation,” pp. 63–65 Chapter 4: “Mathematics in the Discovery Area,” pp. 138–142  <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Discovery,” p. 13

<i>Early Learning Content Standards</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
<b>SCIENCE</b>		
<b>EARTH AND SPACE SCIENCES FOR EARLY CHILDHOOD</b>		
<b>The Universe</b>		
1. Begin to use terms such as night and day, sun and moon to describe personal observations.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”  <b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Science,” p. 10
2. Observe and represent the pattern of day and night through play, art materials or conversation.	There are no <i>Creative Curriculum</i> objectives that align with this item.	
<b>Processes that Shape the Earth</b>		
3. Observe, explore, and compare changes that animals and plants contribute to in their surroundings (e.g., humans building roads and houses, holes left by worms or squirrels).	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	Chapter 3: “Earth and the Environment,” pp. 144, 145; “Process Skills,” pp. 161–162 Chapter 11: “Discovery,” pp. 381–401 Chapter 16, “What Children Learn Outdoors,” pp. 511–513 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”  <b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery,” p. 13 “Sample Investigations,” pp. 14–23 See especially: <i>Rocks, Flowers, Trash &amp; Garbage</i>
4. Explore and compare changes in the environment over time (e.g., soil erosion, fossils, outdoor temperature).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts	
5. Explore how their actions may cause changes in the environment that are sometimes reversible (e.g., hand in flowing water changes the current) and sometimes irreversible (e.g., rock dropped that breaks).	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas	
6. Demonstrate understanding of fast and slow relative to time, motion and phenomena (e.g., ice melting, soil eroding, water running quickly down a steep hill compared to running slowly down a gentle hill).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts	
7. Observe and use language or drawings to describe changes in the weather (e.g., sunny to cloudy day).	There are no <i>Creative Curriculum</i> objectives that align with this item.	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
<b>LIFE SCIENCES FOR EARLY CHILDHOOD</b>		
<b>Characteristics and Structure of Life</b>		
1. Identify common needs (e.g., food, air, water) of familiar living things.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 11: “Discovery,” pp. 381–401
2. Begin to differentiate between real and pretend through stories, illustrations, play and other media (e.g., talking flowers or animals).	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play	<b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13 “Sample Investigations,” pp. 14–23 See especially: <i>Shadows, Ants, Flowers, Chairs &amp; Things to Sit On</i>
<b>Diversity and Interdependence of Life</b>		
3. Observe and begin to recognize the ways that environments support life by meeting the unique needs of each organism (e.g., plant/soil, birds/air, fish/water).	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401  <b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery,” p. 13 “Sample Investigations,” pp. 14–23 See especially: <i>Ants, Flowers</i>
<b>Heredity</b>		
4. Match familiar adult family members, plants and animals with their young (e.g., horse/colt, cow/calf).	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401  <b><i>The Creative Curriculum</i>® Study Starters</b> “Enhancements to Interest Areas: Discovery,” p. 13
5. Recognize physical differences among the same class of people, plants or animals (e.g., dogs come in many sizes and colors).	There are no <i>Creative Curriculum</i> objectives that align with this item.	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
<b>PHYSICAL SCIENCES FOR EARLY CHILDHOOD</b>		
<b>Nature of Matter</b>		
1. Explore and identify parts and wholes of familiar objects (e.g., books, toys, furniture).	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 9: “Art,” pp. 317–349 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”
2. Explore and compare materials that provide many different sensory experiences (e.g., sand, water, wood).	There are no <i>Creative Curriculum</i> objectives that align with this item.	<b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Science,” p. 10 “Sample Investigations,” pp. 14–23 “Enhancements to Interest Areas: Discovery, Sand and Water,” p. 13 See especially: <i>Wheels, Water Pipes, Buildings, Chairs &amp; Things to Sit On, Boxes, Shadows, Flowers, Rocks, Exercise</i>
3. Sort familiar objects by one or more property (e.g., size, shape, function).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason	See especially: <i>Wheels, Water Pipes, Buildings, Chairs &amp; Things to Sit On, Boxes, Shadows, Flowers, Rocks, Exercise</i>
<b>Forces and Motion</b>		
4. Demonstrate understanding of motion related words (e.g., up, down, fast, slow, rolling, jumping, backward, forward).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective	Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 <b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Science,” p. 10 “Sample Investigations,” pp. 14–23 “Enhancements to Interest Areas: Toys and Games, Discovery, Outdoors,” p. 13 See especially: <i>Wheels, Water Pipes, Shadows, Exercise</i>
5. Explore ways of moving objects in different ways (e.g., pushing, pulling, kicking, rolling, throwing, dropping).	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas	See especially: <i>Wheels, Water Pipes, Shadows, Exercise</i>
<b>Nature of Energy</b>		
6. Explore musical instruments and objects and manipulate one’s own voice to recognize the changes in the quality of sound (e.g., talks about loud, soft, high, low, fast, slow).	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 9: “Art,” pp. 317–349 Chapter 11: “Discovery,” pp. 381–401 Chapter 13: “Music and Movement,” pp. 423–441 <b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Art, Discovery, Music and Movement,” p. 13 See especially: <i>Shadows</i>
7. Explore familiar sources of the range of colors and the quality of light in the environment (e.g., prism, rainbow, sun, shadow).	There are no <i>Creative Curriculum</i> objectives that align with this item.	See especially: <i>Shadows</i>

<i>Early Learning Content Standards</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
<b>SCIENCE AND TECHNOLOGY FOR EARLY CHILDHOOD</b>		
<b>Understanding Technology</b>		
1. Identify the intended purpose of familiar tools (e.g., scissors, hammer, paintbrush, cookie cutter).	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “Technology,” pp. 156–160 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”
2. Explore new uses for familiar materials through play, art or drama (e.g., paper towel rolls as kazoos, pan for a hat).	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems	<b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Technology,” p. 10 “Enhancements to Interest Areas: Dramatic Play, Art,” p. 13 See especially: <i>Wheels, Water Pipes, Buildings, Chairs &amp; Things to Sit On</i>
<b>Abilities to Do Technological Design</b>		
3. Use familiar objects to accomplish a purpose, complete a task or solve a problem (e.g., using scissors to create paper tickets for a puppet show, creating a ramp for a toy truck).	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it	Chapter 3: “Technology: Basic Operations and Concepts,” p. 157, 160; “Technology Tools,” p. 158, 160 Chapter 9: “Interacting With Children in the Art Area: Safety in the Woodworking Area,” pp. 341–342 Sections in all Interest Area chapters: “Selecting Materials;” “What Children Learn in the ___ Area” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”
4. Demonstrate the safe use of tools, such as scissors, hammers, writing utensils, with adult guidance.	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment	<b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Technology,” p. 10 See especially: <i>Wheels, Water Pipes, Buildings, Chairs &amp; Things to Sit On</i>

<i>Early Learning Content Standards</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool and Related Publications</i>
<b>SCIENTIFIC INQUIRY FOR EARLY CHILDHOOD</b>		
<b>Doing Scientific Inquiry (continues next page)</b>		
1. Ask questions about objects, organisms and events in their environment during shared stories, conversations and play (e.g., ask about how worms eat).	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding	Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”
2. Show interest in investigating unfamiliar objects, organisms and phenomena during shared stories, conversations and play (e.g., “Where does hail come from?”).	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	<b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery,” p. 13
3. Predict what will happen next based on previous experiences (e.g., when a glass falls off the table and hits the tile floor, it most likely will break).	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas	
4. Investigate natural laws acting upon objects, events, and organisms (e.g., repeatedly dropping objects to observe the laws of gravity, observing the life cycle of insects).	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas	
5. Use one or more of the senses to observe and learn about objects, organisms and phenomena for a purpose (e.g., to record, classify, compare, talk about).	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	
6. Explore objects, organisms and events using simple equipment (e.g., magnets and magnifiers, standard and non-standard measuring tools).	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information	
7. Begin to make comparisons between objects or organisms based on their characteristics (e.g., animals with four legs, smooth and rough rocks).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
<b>Doing Scientific Inquiry (continued)</b>		
8. Record or represent and communicate observations and findings through a variety of methods (e.g., pictures, words, graphs, dramatizations) with assistance.	<b>COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking</b> 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations	Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”  <b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery,” p. 13
<b>SCIENTIFIC WAYS OF KNOWING FOR EARLY CHILDHOOD</b>		
<b>Nature of Science</b>		
1. Offer ideas and explanations (through drawings, emergent writing, conversation, movement) of objects, organisms and phenomena, which may be correct or incorrect.	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations	Chapter 3: “Science,” pp. 142–145 Chapter 11: “What Children Learn in the Discovery Area,” pp. 391–393 Chapter 12: “What Children Learn in the Sand and Water Area,” pp. 411–412  <b><i>The Creative Curriculum</i>® Study Starters</b> “Sample Investigations,” pp. 14–23
<b>Ethical Practices</b>		
2. Recognize the difference between helpful and harmful actions toward living things (e.g., watering or not watering plants).	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment	Chapter 3: “Science,” pp. 142–145 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519  <b><i>The Creative Curriculum</i>® Study Starters</b> “Sample Investigations,” pp. 14–23 See especially: <i>Ants, Flowers</i>
<b>Science and Society</b>		
3. Participate in simple, spontaneous scientific explorations with others (e.g., digging to the bottom of the sandbox, testing materials that sink or float).	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas	Chapter 3: “Science,” pp. 142–145 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 11: “What Children Learn in the Discovery Area,” pp. 391–393 Chapter 12: “What Children Learn in the Sand and Water Area,” pp. 411–412  <b><i>The Creative Curriculum</i>® Study Starters</b> “Enhancements to Interest Areas: Discovery, Sand and Water,” p. 13

<i>Early Learning Content Standards</i>	<i>Creative Curriculum</i> <sup>®</sup> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> <sup>®</sup> for Preschool and Related Publications
<b>SOCIAL STUDIES</b>		
<b>HISTORY FOR EARLY CHILDHOOD</b>		
<b>Chronology</b>		
1. Begin to use the language of time (e.g., day, night, yesterday, today, tomorrow).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101; “Daily Events,” pp. 82–92; “The Daily Schedule,” pp. 92–97  <b><i>The Creative Curriculum</i><sup>®</sup> Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13
2. Label days by function (e.g., school day, stay home day, swim day, field trip day).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts	
3. Begin to use or respond to the language of time such as next, before, soon, after, now and later as related to daily schedules and routines.	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts	
<b>Daily Life</b>		
4. Share episodes of personal history from birth to present through personal memorabilia or connected to stories.	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151 Chapter 5: “Getting to Know Families,” pp. 212–217 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”  <b><i>The Creative Curriculum</i><sup>®</sup> Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13 See especially: <i>Buildings, Boxes, Clothes, Chairs &amp; Things to Sit On</i>
5. Arrange sequences of personal and shared events through pictures, growth charts and other media.	There are no <i>Creative Curriculum</i> objectives that align with this item.	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
<b>Heritage</b>		
6. Share personal family stories and traditions (e.g., photo album put together by family members).	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 2: “Creating a Classroom Community,” pp. 102–122 Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Past,” p. 149, 151 Chapter 5: “Making Families Feel Welcome,” pp. 218–222  <b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13 See especially: <i>Buildings, Boxes, Clothes, Chairs &amp; Things to Sit On</i>
<b>PEOPLE IN SOCIETIES FOR EARLY CHILDHOOD</b>		
<b>Cultures</b>		
1. Develop a sense of belonging to different groups (e.g., family, group of friends, preschool class, boys or girls).	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 2: “Creating a Classroom Community,” pp. 102–122 Chapter 5: “Making Families Feel Welcome,” pp. 218–222 Chapter 7: “Dramatic Play,” pp. 271–293
2. Demonstrate awareness of different cultures through exploration of family customs and traditions (e.g., exploration of music, food, games, language, dress).	There are no <i>Creative Curriculum</i> objectives that align with this item.	<b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13 See especially: <i>Buildings, Boxes, Clothes, Chairs &amp; Things to Sit On</i>
<b>GEOGRAPHY FOR EARLY CHILDHOOD</b>		
<b>Location</b>		
1. Demonstrate and use terms related to location, direction and distance (e.g., up, down, over, under, front, back, here, there).	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective	Chapter 3: “Spaces and Geography,” pp. 146–147, 150 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies: Geography”  <b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13 See especially: <i>Buildings, Boxes, Clothes, Chairs &amp; Things to Sit On, Wheels</i>
2. Demonstrate the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., street signs, addresses).	There are no <i>Creative Curriculum</i> objectives that align with this item.	
3. Demonstrate how maps can be useful to finding places (e.g., streets, homes, places to visit).	There are no <i>Creative Curriculum</i> objectives that align with this item.	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum®</i> for Preschool and Related Publications
<b>Places and Regions</b>		
4. Navigate within familiar environments, such as home, neighborhood or school, under supervision.	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective	Chapter 3: “Spaces and Geography,” pp. 146–147, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”  <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13 See especially: <i>Buildings, Water Pipes, Wheels</i>
5. Describe and represent the inside and outside of familiar environments such as home and school (e.g., playground).	There are no <i>Creative Curriculum</i> objectives that align with this item.	
6. Recognize and name the immediate surroundings of home (e.g., homes, buildings, bridges, hills, woods, lakes) following supervised explorations.	There are no <i>Creative Curriculum</i> objectives that align with this item.	
<b>Human Environmental Interaction</b>		
7. Explore the ways we use natural resources found in our environment (e.g., water to drink, dirt to plant).	There are no <i>Creative Curriculum</i> objectives that align with this item.	Chapter 3: “Earth and the Environment,” pp. 144, 145; “People and the Environment,” p. 148, 151 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522  <b>The Creative Curriculum® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Sand and Water, Outdoors,” p. 13 See especially: <i>Trash &amp; Garbage, Flowers, Rocks</i>
<b>ECONOMICS FOR EARLY CHILDHOOD</b>		
<b>Scarcity and Resource Allocation</b>		
1. Recognize that people have many wants within the context of family and classroom.	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want	Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies that Support Friendships,” pp. 107–108; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Solving Problems That Involve the Whole Class,” pp. 114–115 Chapter 3: “People and How They Live,” pp. 147–148, 150 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”
2. Understand how sharing classroom materials will meet everyone’s wants (e.g., turn taking at the water table, distributing crayons equitably).	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum®</i> for Preschool and Related Publications
<b>Production, Distribution</b>		
3. Demonstrate an understanding of the concepts of production, distribution and consumption through play (e.g., food from the farm to the grocery store) and concrete experiences (e.g., food purchased from the store and cooked at home).	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play	Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”  <b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13 See especially: <i>Buildings, Boxes, Clothes, Chairs &amp; Things to Sit On, Wheels</i>
4. Obtain things they want (e.g., goods and services) in socially acceptable ways (e.g., verbalizing, turn taking).	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights <b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules	
<b>GOVERNMENT FOR EARLY CHILDHOOD</b>		
<b>Role of Government (continues on next page)</b>		
1. Interact with and respond to guidance and assistance in socially accepted ways from familiar adults at school and home (e.g., responds to redirection, invites others to play).	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures	Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Transition Times,” pp. 88–89; “Building a Relationship With Each Child,” pp. 103–105; “Validate Children’s Accomplishments and Progress,” pp. 104–105; “Helping Children to Make Friends,” pp. 105–106; “Developing Rules for a Classroom Community,” pp. 108–110; “Handling Problems Between Children,” pp. 110–114; “Helping Children to Regain Control,” pp. 121–122
2. Interact with familiar and appropriate adults for assistance when needed (e.g., family member, teacher, police, firefighter).	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers)	<b><i>The Creative Curriculum® Study Starters</i></b> “Integrate Content Area Learning: Social Studies,” p. 10 See especially: <i>Ants, Water Pipes, Trash &amp; Garbage</i>

<i>Early Learning Content Standards</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
<b>Role of Government (continued)</b>		
3. Demonstrate an understanding of the specific roles and responsibilities within a group (e.g., picking up own toys).	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules	Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Transition Times,” pp. 88–89; “Building a Relationship With Each Child,” pp. 103–105; “Validate Children’s Accomplishments and Progress,” pp. 104–105; “Helping Children to Make Friends,” pp. 105–106; “Developing Rules for a Classroom Community,” pp. 108–110; “Handling Problems Between Children,” pp. 110–114; “Helping Children to Regain Control,” pp. 121–122
4. Recognize the flag of the United States as a symbol of our government.	There are no <i>Creative Curriculum</i> objectives that align with this item.	<b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10 See especially: <i>Ants</i>
<b>Rules and Laws</b>		
5. Participate in creating and following classroom rules and routines.	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101; “The Daily Schedule,” pp. 92–97; “Developing Rules for a Classroom Community,” pp. 108–110  <b><i>The Creative Curriculum</i>® Study Starters</b> “Integrate Content Area Learning: Social Studies,” p. 10

<i>Early Learning Content Standards</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum® for Preschool</i> and Related Publications
<b>CITIZENSHIP RIGHTS AND RESPONSIBILITIES FOR EARLY CHILDHOOD</b>		
<b>Participation</b>		
1. Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting and compromising.	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child's request III. Shares and defends the rights of others to a turn	Chapter 2: "Creating a Classroom Community," pp. 102–122; "Developing Rules for a Classroom Community," pp. 108–110; "Handling Problems Between Children," pp. 110–114; "Teaching Social Problem-Solving Skills," pp. 110–115; "Responding to Challenging Behavior," pp. 116–122; "Coaching Children on How to Be Assertive," p. 120; "Helping Children to Regain Control," pp. 121–122  <b><i>The Creative Curriculum® Study Starters</i></b> "Integrate Content Area Learning: Social Studies," p. 10
2. Engage in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play, turn taking).	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise	
<b>Rights and Responsibilities</b>		
3. Demonstrate increasing ability to make independent choices and follow through on plans (e.g., putting toys away, moving from activity to activity).	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance	Chapter 2: "Choice Time," pp. 87–88; "A System for Classroom Jobs," pp. 73–74; "Transition Times," pp. 88–89; "Developing Rules for a Classroom Community," pp. 108–110 Chapter 4: "Child-Initiated Learning," pp. 173–174 Chapter 6: "Cleanup in the Block Area—A Special Challenge," p. 252  <b><i>The Creative Curriculum® Study Starters</i></b> "Integrate Content Area Learning: Social Studies," p. 10
4. Demonstrate awareness of the outcomes of one's own choices (e.g., picking up toys helps create a safe environment).	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living	

<i>Early Learning Content Standards</i>	<i>Creative Curriculum</i> <sup>®</sup> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> <sup>®</sup> for Preschool and Related Publications
<b>SOCIAL STUDIES SKILLS AND METHODS FOR EARLY CHILDHOOD</b>		
<b>Obtaining Information</b>		
1. Gain information through participation in experiences with objects, media, books, and engaging in conversations with peers.	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>26. Applies knowledge or experience to a new context</p> <p>I. Draws on everyday experiences and applies this knowledge to similar situations</p> <p>II. Applies new information or vocabulary to an activity or interaction</p> <p>III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>	<p>Chapter 3: “What Children Learn,” p. 125–163</p> <p>Chapter 4: “The Teacher’s Role,” pp. 165–209</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 9: “Art,” pp. 317–349</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Sections in all Interest Area Chapters: “Creating an Environment for the ___ Area;” “What Children Learn in the ___ Area”</p> <p><b><i>The Creative Curriculum</i><sup>®</sup> Study Starters</b></p> <p>“Integrate Content Area Learning: Social Studies,” p. 10</p> <p>“Sample Investigations,” pp. 14–23</p>
<b>Thinking and Organizing</b>		
2. Begin to make predictions (e.g., guess whether other countries around the world celebrate birthdays).	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b></p> <p>25. Explores cause and effect</p> <p>I. Notices and comments on effect</p> <p>II. Wonders “what will happen if” and tests out possibilities</p> <p>III. Explains plans for testing cause and effect, and tries out ideas</p>	<p>Chapter 3: “Science,” pp. 142–145</p> <p>Chapter 3: “Social Studies,” pp. 146–161</p> <p>Chapter 3: “Process Skills,” pp. 161–162</p> <p><b><i>The Creative Curriculum</i><sup>®</sup> Study Starters</b></p> <p>“Integrate Content Area Learning: Social Studies,” p. 10</p> <p>“Sample Investigations,” pp. 14–23</p>

<i>Early Learning Content Standards</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum® for Preschool</i> and Related Publications
<b>Communicating Information</b>		
<p>3. Represent ideas through multiple forms of language and expression (e.g., drawing, dramatic play, conversation, art media, music, movement, emergent writing).</p>	<p><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b></p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> <li>I. Performs and labels actions associated with a role</li> <li>II. Offers a play theme and scenario</li> <li>III. Engages in elaborate and sustained role play</li> </ul> <p>37. Makes and interprets representations</p> <ul style="list-style-type: none"> <li>I. Draws or constructs and then names what it is</li> <li>II. Draws or builds a construction that represents something specific</li> <li>III. Plans then creates increasingly elaborate representations</li> </ul> <p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b></p> <p>50. Writes letters and words</p> <ul style="list-style-type: none"> <li>I. Uses scribble writing and letter-like forms</li> <li>II. Writes recognizable letters, especially those in own name</li> <li>III. Uses letters that represent sounds in writing words</li> </ul>	<p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 9: “Art,” pp. 317–349</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p><b><i>The Creative Curriculum® Study Starters</i></b></p> <p>“Integrate Content Area Learning: Social Studies,” p. 10</p> <p>“Sample Investigations,” pp. 14–23</p>