

Alignment of the South Carolina Pre-Kindergarten and Kindergarten Curriculum Standards With *The Creative Curriculum*[®] for Preschool and the Goals and Objectives of *The Creative Curriculum*[®] Developmental Continuum for Ages 3–5

The Creative Curriculum for Preschool is a comprehensive curriculum that guides teachers in designing a preschool program in which children learn important skills and content, and develop social competence. The Curriculum shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows how teachers guide learning in literacy, math, science, social studies, the arts, and technology while also supporting children’s social/emotional development. *The Creative Curriculum for Preschool* emphasizes that children can learn in many different settings and through diverse activities. Curriculum and assessment are linked by use of *The Creative Curriculum Developmental Continuum* Assessment System, based on *The Creative Curriculum Developmental Continuum for Ages 3–5*.

The *Developmental Continuum* has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective is broken into three developmental steps showing the expected sequence of development for each objective. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus we have also created a Forerunner step for each objective. (Forerunners are not shown in this document.) The developmental steps give teachers a way to determine each child’s current development in relation to each objective. This information also allows teachers to decide what specific support and kinds of experiences will enable each child to further develop and learn.

Please note that, while *The Creative Curriculum for Preschool* covers the growth and development of preschool-aged children *only*, two of the South Carolina Curriculum Standards—Physical Education and Visual and Performing Arts—cover kindergarten-aged children together with preschool-aged children.

Four *Creative Curriculum* objectives could not be aligned with any of the South Carolina standards: 1. Shows ability to adjust to new situations; 2. Demonstrates appropriate trust in adults; 19. Controls small muscles in hands; and 20. Coordinates eye-hand movement.

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References

- Dodge, D. T., Colker, L. J., & Heroman, C. (2002). *The Creative Curriculum*[®] for preschool. Washington, DC: Teaching Strategies, Inc.
- Dodge, D. T., Colker, L. J., & Heroman, C. (2001). *The Creative Curriculum*[®] developmental continuum for ages 3–5. Washington, DC: Author.
- South Carolina Department of Education. Office of Curriculum and Standards. (2002). *Curriculum Standards*. Retrieved September 24, 2004 from <http://www.myschools.com/offices/cso/standards/>

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
ENGLISH LANGUAGE ARTS		
Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.		
Reading Process and Comprehension		
R1 The student will integrate various cues and strategies to comprehend what he or she reads.		
PK-R1.1 Begin showing an interest in reading-related activities, such as looking at books during free-choice time, talking about books, and recalling details by looking at pictures.	Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379	Language Development—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
PK-R1.2 Begin exploring books independently.	Chapter 2: “Choice Time,” pp. 87–88 Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379	LANGUAGE DEVELOPMENT—Reading and Writing 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

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PK-R1.3 Begin recognizing the association between spoken and written words.	Chapter 3: "Letters and Words," p. 129, 133 Chapter 10: "Recognizing That Written Words Are Symbols," p. 366; "Connecting Written Symbols With Sounds," p. 366; "Matching Words With the Printed Text," p. 366	Language Development—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning II. Writes to convey meaning
PK-R1.4 Begin making connections to prior knowledge, other texts, and the world in response to texts read aloud.	Chapter 3: "Comprehension," pp. 129–130, 133 Chapter 10: "Interacting With Children in the Library Area," pp. 370–375	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
PK-R1.5 Begin retelling stories.	Chapter 3: "Comprehension," pp. 129–130, 133 Chapter 10: "Retelling Stories With Children," p. 373	Language Development—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs III. Uses more complex sentences to express ideas and feelings II. Uses longer sentences (5–6 words) to communicate LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
<p>PK-R1.6 Begin recalling details in texts read aloud.</p> <p>PK-R1.7 Begin asking and answering questions about texts read aloud.</p>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Chapter 10: “Reading Books to Children,” p. 370–373; “The Teacher’s Role: Observing and Responding to Individual Children,” pp. 365–370; “Interacting With Children in the Library Area,” pp. 370–375</p>	<p>Language Development—Listening and Speaking</p> <p>41. Answers questions</p> <ul style="list-style-type: none"> I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details <p>42. Asks questions</p> <ul style="list-style-type: none"> I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <ul style="list-style-type: none"> I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
<p>PK-R1.8 Begin using pictures and words to make predictions about stories read aloud.</p>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Chapter 10: “Reading Books to Children,” p. 370–373; “The Teacher’s Role: Observing and Responding to Individual Children,” pp. 365–370; “Interacting With Children in the Library Area,” pp. 370–375</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <ul style="list-style-type: none"> I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
Analysis of Texts		
R2 The student will use a knowledge of the purposes, structures , and elements of writing to analyze and interpret various types of texts.		
PK-R2.1 Begin identifying characters in stories read aloud.	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “The Teacher’s Role: Observing, Responding to and “Interacting With Children in the Library Area,” pp. 365–375	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <ul style="list-style-type: none"> I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
Phonics and Word Study		
R3 The student will use a knowledge of graphophonics and word analysis to read and determine the meaning of unfamiliar words.		
PK-R3.1 Begin recognizing environmental print such as business logos and traffic signs.	Chapter 10: “Recognizing Printed Words,” p. 366 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>45. Demonstrates understanding of print concepts</p> <ul style="list-style-type: none"> I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read <p>47. Uses emerging reading skills to make meaning from print</p> <ul style="list-style-type: none"> I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
PK-R3.2 Begin understanding how print is organized and read, using concepts about print .	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Understanding How Stories Work,” p. 366; “Understanding the Function and Value of Print,” p. 366	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print
PK-R3.3 Begin identifying places where words are found, such as books and newspapers.	Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read
PK-R3.4 Begin recognizing that words are made up of letters and that letters make sounds. PK-R3.5 Begin recognizing letter patterns in words.	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read LANGUAGE DEVELOPMENT—Reading and Writing 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections
PK-R3.6 Begin recognizing rhyming words .	Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375 Chapter 13: “Interacting With Children During Music and Movement Activities,” pp. 434–438	Language Development—Listening and Speaking 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words

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Writing Goal (W) The student will write for different audiences and purposes.		
The Writing Process		
W1 The student will use apply a process approach to writing.		
PK-W1.1 Begin choosing topics and generating ideas about which to write.	Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 10: “Promoting Children’s Writing,” p. 374	LANGUAGE DEVELOPMENT—Reading and Writing 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
PK-W1.2 Begin writing using a variety of formats.	Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369	Language Development—Reading and Writing 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
PK-W1.2.1 Begin using oral language, pictures, and/or letters to create stories about experiences, people, objects, and events.	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Letters and Words,” p. 129, 133 Chapter 9: “Stages in Painting and Drawing,” pp. 337–338 Chapter 10: Developmental Steps in Writing,” pp. 367–369 Sections in all Interest Area chapters: ““How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy; The Arts”	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings LANGUAGE DEVELOPMENT—Reading and Writing 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

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Writing Purposes		
W2 The student will write for a variety of purposes.		
<p>PK-W2.1 The student will begin using oral language, drawing pictures, and/or using letters to explain.</p>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Letters and Words,” p. 129, 133 Chapter 9: “Stages in Painting and Drawing,” pp. 337–338 Chapter 10: Developmental Steps in Writing,” pp. 367–369 Sections in all Interest Area chapters: ““How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy; The Arts”</p>	<p>COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations</p> <p>LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings</p> <p>LANGUAGE DEVELOPMENT—Reading and Writing 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</p>
Responding to Texts		
W3 The student will respond to texts written by others.		
<p>PK-W3.1 Begin responding to texts read aloud by conversing with others and by using pictures.</p>	<p>Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Reading Books to Children,” p. 370–373; “Retelling Stories With Children,” p. 373; “Listening to Tapes With Children,” p. 374</p>	<p>Language Development—Listening and Speaking 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</p> <p>Language Development—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader</p>

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Legibility		
W4 The student will create legible texts		
PK-W4.1 Begin copying or printing letters and words, including his or her name.	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Developmental Steps in Writing,” pp. 367–369	PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name LANGUAGE DEVELOPMENT—Reading and Writing 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
Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.		
Communication: Speaking		
C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.		
PK-C1.1 Begin using appropriate voice level, phrasing, sentence structure (syntax), and intonation when speaking.	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Working With Groups of Children,” pp. 183–187	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings
PK-C1.2 Begin taking turns in conversations and staying on topic.		LANGUAGE DEVELOPMENT—Listening and Speaking 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
PK-C1.3 Begin responding in complete sentences.		LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings

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PK-C1.4 Begin participating in conversations and discussions and responding appropriately.	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178; “Working With Groups of Children,” pp. 183–187	LANGUAGE DEVELOPMENT—Listening and Speaking 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding 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
PK-C1.5 Begin participating in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.	Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Reading Books to Children,” p. 370–373; “Retelling Stories With Children,” p. 373 Chapter 13: “Music and Movement,” pp. 423–441	LANGUAGE DEVELOPMENT—Listening and Speaking 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words
PK-C1.6 Begin participating in creative dramatics.	Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play

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<p>PK-C1.7 Begin using oral language for a variety of purposes.</p>	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Responding to Challenging Behavior,” pp. 116–122;</p> <p>Chapter 3: “Increased Vocabulary And Language,” pp. 126–127, 132</p> <p>Chapter 4: “Using a Range of Teaching Approaches,” pp. 173–178; “Working With Groups of Children,” pp. 183–187</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>4. Stands up for rights</p> <ul style="list-style-type: none"> I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play <p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <ul style="list-style-type: none"> I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings <p>41. Answers questions</p> <ul style="list-style-type: none"> I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details <p>42. Asks questions</p> <ul style="list-style-type: none"> I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding <p>43. Actively participates in conversations</p> <ul style="list-style-type: none"> I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
Communication: Listening		
<p>C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.</p>		
<p>PK-C2.1 Begin following one- and two-step oral directions.</p>	<p>Chapter 1: “Language Development,” p. 22</p>	<p>Language Development—Listening and Speaking</p> <p>40. Understands and follows oral directions</p> <ul style="list-style-type: none"> I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps

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PK-C2.2 Begin listening to various types of literature read aloud.	Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader
PK-C2.3 Begin listening for meaning in conversations and discussions. PK-C2.4 Begin focusing attention on the person who is speaking and listening politely without interrupting.	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”	LANGUAGE DEVELOPMENT—Listening and Speaking 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
Communication: Viewing		
C3 The student will comprehend and analyze information he or she receives from nonprint sources .		
PK-C3.1 Begin recognizing nonprint sources . PK-C3.2 Begin making connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.	Chapter 3: “Technology,” pp. 156–160 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 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 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

South Carolina Pre-Kindergarten Standards	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
Research Goal (RS) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.		
Selecting a Research Topic		
RS1 The student will select a topic for exploration.		
PK-RS1.1 Begin asking <i>how</i> and <i>why</i> questions about a topic of interest.	Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas LANGUAGE DEVELOPMENT—Listening and Speaking 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding
Gathering Information and Refining a Topic		
RS2 The student will gather information from a variety of sources.		
PK-RS2.1 Begin identifying pictures as sources of information.	Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information

Preparing and Presenting Information		
RS3 The student will use a variety of strategies to prepare and present selected information.		
<p>PK-RS3.1 Begin organizing and classifying information by constructing categories.</p> <p>PK-RS3.2 Begin organizing information on the basis of observation.</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139,141; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason <p>28. Compares/measures</p> <ul style="list-style-type: none"> I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
PK-RS3.3 Begin presenting his or her research findings in a variety of formats.	<p>Chapter 4: “Child-Initiated Learning,” pp. 173–174</p> <p>Chapter 4: “Collecting Children’s Work in Portfolios,” pp. 200–204</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p>	<p>COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations <p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <ul style="list-style-type: none"> I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>50. Writes letters and words</p> <ul style="list-style-type: none"> I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words

<i>South Carolina Pre-Kindergarten Standards</i>	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>
MATHEMATICS		
Number and Operations		
STANDARD I. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.		
EXPECTATION C. Develop understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections.		
1. Determine more than, less than, and equals based on counts using manipulatives (more, less, same number).	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315	COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets 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
EXPECTATION E. Connect number words and numerals to the quantities they represent, using various physical models and representations.		
1. Distinguish “one” from “many.”	Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”	COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total

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Algebra		
STANDARD I. Understand patterns, relations, and functions.		
EXPECTATION A. Sort, classify, and order objects by size, number, and other properties.		
1. Recognize patterns in their environment by color, shape, and size.	Chapter 3: "Patterns and Relationships," p. 136, 140 Chapter 8: "Toys and Games," pp. 295–315	COGNITIVE DEVELOPMENT—Logical Thinking 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying
2. Order three objects by size.	Chapter 3: "Patterns and Relationships," p. 136, 140 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315 Chapter 11: "Discovery," pp. 381–401 Chapter 15: "Computers," pp. 471–491	COGNITIVE DEVELOPMENT—Logical Thinking 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
EXPECTATION B. Recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns and translate from one representation to another.		
1. Recognize a two-part pattern and extend.	Chapter 3: "Patterns and Relationships," p. 136, 140 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315 Chapter 13: "Music and Movement," pp. 423–441	COGNITIVE DEVELOPMENT—Logical Thinking 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

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Geometry		
<p>STANDARD I. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.</p>		
<p>EXPECTATION A. Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes.</p>		
<p>1. Identify, name, model, and draw two-dimensional geometric shapes (circle, square, triangle, rectangle).</p> <p>2. Investigate three-dimensional shapes in informal settings.</p> <p>3. Sort two-dimensional shapes according to attributes.</p>	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason</p> <p>COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations</p>

South Carolina Pre-K–K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
<p>EXPECTATION C. Investigate and predict the results of putting together and taking apart two- and three dimensional shapes.</p>		
<p>1. Investigate the results of combining and partitioning geometric shapes (square, rectangle, triangle, circle).</p>	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 9: “Art,” pp. 317–349</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason</p>
<p>STANDARD II. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.</p>		
<p>EXPECTATION A. Describe, name, and interpret relative positions in space and apply ideas about relative position.</p>		
<p>1. Use positional words to describe the location of objects (<i>up, down, on, off, over, under</i>).</p>	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective</p>

South Carolina Pre-K-K Standards and Benchmarks	The Creative Curriculum[®] for Preschool	Creative Curriculum[®] Goals, Objectives, and Developmental Steps
<p>EXPECTATION D. Recognize geometric shapes and structures in the environment and specify their location.</p>		
<p>1. Locate geometric shapes in the environment.</p>	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141; “People and the Environment,” p. 148, 151 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area Chapters: “What Children Learn in the ___ Area: Mathematics”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason</p>

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Measurement		
STANDARD I. Understand measurable attributes of objects and the units, systems, and processes of measurement.		
EXPECTATION A. Recognize the attributes of length, volume, weight, area, and time.		
1. Identify, by picking them up, which of two objects is heavier.	Chapter 3: "Measurement," pp. 137–138, 141 Chapter 6: "Blocks," pp. 243–269 Chapter 12: "Sand and Water," pp. 403–421	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
2. Demonstrate (through conversation) a beginning sense of time (yesterday, today, and tomorrow).	Chapter 2: "Daily Events," pp. 82–92, especially, "Using a Calendar," p. 85; "The Daily Schedule," pp. 92–97 Chapter 3: "Measurement," pp. 137–138, 141	COGNITIVE DEVELOPMENT—Logical Thinking 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
EXPECTATION B. Compare and order objects according to their attributes.		
1. Uses basic comparison words (e.g., "His truck is bigger than mine").	Chapter 3: "Measurement," pp. 137–138, 141 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area Chapters: "What Children Learn in the ___ Area: Mathematics"	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools

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EXPECTATION C. Understand how to measure using nonstandard and standard units.		
1. Use nonstandard units of measure to explore everyday objects.	Chapter 3: “Measurement,” pp. 137–138, 141 “Technology,” pp. 156–160 Chapter 6: “Blocks,” pp. 243–269 Chapter 12: “Sand and Water,” pp. 403–421 Sections in all Interest Area Chapters: “What Children Learn in the ___ Area: Mathematics; Technology”	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
EXPECTATION D. Select an appropriate unit and tool for the attribute being measured.		
1. Identify the instrument used to measure time (clock).	Chapter 2: “The Daily Schedule,” pp. 92–97 Chapter 3: “Technology,” pp. 156–160	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools

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Data Analysis and Probability		
STANDARD I. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.		
EXPECTATION A. Pose questions and gather data about themselves and their surroundings.		
1. Collect data related to familiar experiences by counting	Chapter 3: “Number Concepts,” pp. 134–135, 140; “Data Collection, Organization, and Representation,” pp. 138–139, 141 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”	COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
EXPECTATION B. Sort and classify objects according to their attributes and organize data about the objects.		
1. Sort and classify by a single attribute (color, shape, size).	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason
1. Draw a picture to represent data.	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401	COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations

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PHYSICAL EDUCATION		
STANDARD 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.		
<p>STANDARD 1: PreK-K Students should develop most fundamental movement patterns (e.g., throwing, receiving, jumping, and striking) to a level of mature form in simple conditions and gain control of the varied use of these patterns.</p> <p>BENCHMARKS The student will</p> <ul style="list-style-type: none"> * demonstrate controlled traveling, rolling, and balancing actions; * travel with control forward, backward, and sideways using a variety of locomotor patterns and change directions quickly; * move with awareness of others in general space; * kick, throw, catch, and strike objects under simple conditions (e.g., kicking and striking a stationary ball, catching an accurately tossed ball); and * select appropriate actions to match a steady beat. 	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522</p>	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <ol style="list-style-type: none"> 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) <ol style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving <ol style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down <ol style="list-style-type: none"> I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 17. Pedals and steers a tricycle (or other wheeled vehicle) <ol style="list-style-type: none"> I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills <ol style="list-style-type: none"> I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy

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<p>STANDARD 2: Applies movement concepts and principles to the learning and development of motor skills.</p>		
<p>STANDARD 2: PreK-K Students should become aware of basic cognitive concepts associated with movement and know how to use them to guide their performance in game skills, body management, dance, and locomotion. Students should begin to recognize and apply some characteristics of mature fundamental motor patterns.</p> <p>BENCHMARKS The student will</p> <ul style="list-style-type: none"> * identify fundamental movement patterns (e.g., skip, strike); * identify beginning movement concepts (BSER) in body management, games, dance, and locomotion (e.g., personal/general space, high/low levels, fast/slow speeds, light/heavy, balance, and twist); and * apply appropriate movement concepts (BSER) to performance (e.g., change direction while running, move from a gallop to a hop when directed). 	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522</p>	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam <p>16. Climbs up and down</p> <ul style="list-style-type: none"> I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <ul style="list-style-type: none"> I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control <p>18. Demonstrates throwing, kicking, and catching skills</p> <ul style="list-style-type: none"> I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>32. Shows awareness of position in space</p> <ul style="list-style-type: none"> I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective <p>Language Development—Listening and Speaking</p> <p>40. Understands and follows oral directions</p> <ul style="list-style-type: none"> I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps

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STANDARD 3: Exhibits a physically active lifestyle.		
STANDARD 3: PreK-K Students should develop positive attitudes toward participation in physical activity and a general awareness that physical activity is both fun and good for one. BENCHMARKS The student will * select and participate in physical activity during unscheduled times and * identify likes and dislikes connected with participation in physical activity.	Chapter 2: “Choice Time,” pp. 87–88 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy

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<p>STANDARD 4: Achieves and maintains a health-enhancing level of physical fitness.</p>		
<p>STANDARD 4: PreK-K Students should be able to sustain physical activity intermittently for short periods of time, enjoy being physically active, and recognize the physiological signs associated with engagement in vigorous physical activity.</p> <p>BENCHMARKS The student will</p> <ul style="list-style-type: none"> * sustain moderate to vigorous physical activity for short periods of time and * be aware of the physiological signs of moderate physical activity (e.g., fast heart rate and heavy breathing). 	<p>Chapter 2: “Choice Time,” pp. 87–88 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living <p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam <p>16. Climbs up and down</p> <ul style="list-style-type: none"> I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <ul style="list-style-type: none"> I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control <p>18. Demonstrates throwing, kicking, and catching skills</p> <ul style="list-style-type: none"> I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy

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<p>STANDARD 5: Demonstrates responsible personal and social behavior in physical activity settings</p>		
<p>STANDARD 5: PreK-K Students should learn and utilize acceptable behaviors and safe practices while in a physical activity setting. They begin to understand the concept of cooperation through opportunities to share space and equipment with others in a group.</p> <p>BENCHMARKS The student will</p> <ul style="list-style-type: none"> * know rules, procedures, and safe practices for participation and respond appropriately and *share space and equipment with others. 	<p>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522, especially “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” pp. 517–518</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <ul style="list-style-type: none"> 7. Respects and cares for classroom environment and materials <ul style="list-style-type: none"> I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment 8. Follows classroom routines <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 9. Follows classroom rules <ul style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <ul style="list-style-type: none"> 10. Plays well with other children <ul style="list-style-type: none"> I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 12. Shares and respects the rights of others <ul style="list-style-type: none"> I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn

<i>South Carolina Pre-K-K Standards and Benchmarks</i>	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>
<p>STANDARD 6: Demonstrates understanding and respect for differences among people in physical activity settings.</p>		
<p>STANDARD 6: PreK-K Students should discover the joy of playing with friends and learn how positive social interaction can make activities more fun. Students should interact positively with others in the class, regardless of personal differences.</p> <p>BENCHMARKS The student will</p> <ul style="list-style-type: none"> * participate willingly in individual and group activities and * interact positively with others. 	<p>Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Helping Children to Make Friends,” pp. 105–106; Classroom Strategies That Support Friendships,” pp. 107–108 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <ul style="list-style-type: none"> 3. Recognizes own feelings and manages them appropriately <ul style="list-style-type: none"> I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings 4. Stands up for rights <ul style="list-style-type: none"> I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <ul style="list-style-type: none"> 10. Plays well with other children <ul style="list-style-type: none"> I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 11. Recognizes the feelings of others and responds appropriately <ul style="list-style-type: none"> I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want 12. Shares and respects the rights of others <ul style="list-style-type: none"> I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn 13. Uses thinking skills to resolve conflicts <ul style="list-style-type: none"> I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise

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<p>STANDARD 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.</p>		
<p>STANDARD 7: PreK-K Students should enjoy the challenge of experiencing new movements and learning new skills. They should associate positive feelings with participation in physical activity.</p> <p>BENCHMARKS The student will</p> <ul style="list-style-type: none"> * demonstrate a willingness to try new movement activities and skills and * identify feelings resulting from participation in physical activity. 	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522 “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <ul style="list-style-type: none"> 5. Demonstrates self-direction and independence <ul style="list-style-type: none"> I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance <p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <ul style="list-style-type: none"> 24. Shows persistence in approaching tasks <ul style="list-style-type: none"> 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 26. Applies knowledge or experience to a new context <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

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VISUAL AND PERFORMING ARTS		
DANCE		
I. TECHNIQUE. Identifying and demonstrating movement elements and skills in performing dance. Students will		
A. Demonstrate nonlocomotor movements (e.g., bend, twist, stretch, swing).	Chapter 1: “Physical Development,” p. 20 Chapter 3: “Dance,” p. 152, 155 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
B. Demonstrate basic locomotor movements (e.g., walk, run, hop, jump).		
D. Use their bodies to create shapes at low, middle, and high levels .		
E. Create, demonstrate, and imitate straight and curved pathways using locomotor and nonlocomotor movements .		
F. Safely maintain personal and general space while moving.		
G. Start, change, and stop movement in response to a rhythm .		
I. Demonstrate kinesthetic awareness by moving body parts in isolation.		

South Carolina Pre-K–K Standards and Benchmarks	<i>The Creative Curriculum</i>[®] for Preschool	<i>Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps
II. CHOREOGRAPHY. Understanding choreographic principles, processes, and structures. Students will		
A. Use improvisation to discover and invent movement and to solve movement problems. B. Improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods).	Chapter 3: “Dance,” p. 152, 155 Chapter 13: “Music and Movement,” pp. 423–441	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.
C. Create and repeat a simple sequence with a beginning, middle, and end, both with and without rhythmic accompaniment; identify each of the parts of the sequence. H. Demonstrate the following partnering skills: copying, leading, following, and mirroring J. Translate simple motif writing into movement.	Chapter 3: “Dance,” p. 152, 155 Chapter 13: “Music and Movement,” pp. 423–441	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.

South Carolina Pre-K–K Standards and Benchmarks	<i>The Creative Curriculum</i>® for Preschool	<i>Creative Curriculum</i>® Goals, Objectives, and Developmental Steps
III. NONVERBAL COMMUNICATION. Understanding dance as a way to create and communicate meaning. Students will		
A. Describe how dance is different from other forms of human movement (e.g., sports maneuvers, everyday gestures).	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Dance,” p. 152, 155	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.
B. Participate in class discussions about interpretations of and responses to dances.	Chapter 4: “Using a Range of Teaching Approaches,” pp. 173–178; “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187	
E. Improvise, create, and perform dances that communicate feelings and ideas.	Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”	
IV. CRITICAL AND CREATIVE THINKING. Applying and demonstrating critical and creative thinking skills in dance. Students will		
A. Generate multiple solutions to a simple movement problem (e.g., creating rounded shapes); then identify their favorite solution and defend their choice.	Chapter 2: “Large-Group Time,” pp. 84–85 Chapter 4: “Large-Group Instruction,” pp. 183–185 Chapter 13: “Interacting With Children During Music and Movement Activities,” pp. 434–440	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems
E. Demonstrate appropriate audience behavior while watching and responding to dance performances.	Chapter 2: “Large-Group Time,” pp. 84–85	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.

South Carolina Pre-K-K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
V. HISTORY AND CULTURE. Demonstrating and understanding dance in various cultures and historical periods. Students will		
A. Perform simple folk dances from various cultures.	Chapter 3: “Social Studies,” pp. 146–151 Chapter 3: “The Arts,” pp. 152–155	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.
C. Explain some of the reasons why people dance (e.g., entertainment, recreation, religious expression).		
VI. HEALTHFUL LIVING. Making connections between dance and healthful living. Students will		
A. Give examples of how healthy practices enhance one’s ability to dance.	Chapter 13: “Music and Movement,” pp. 423–441 Chapter 14: “Cooking,” pp. 443–469	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.
VII. CONNECTIONS. Making connections between dance and other disciplines. Students will		
A. Respond to a dance by using another art form (e.g. drawing, painting, singing).	Chapter 3: “The Arts,” pp. 152–155; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Chapter 9: “Art,” pp. 317–349 Chapter 13: “Music and Movement,” pp. 423–441 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.

South Carolina Pre-K–K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
Music		
I. SINGING. Singing, alone and with others, a varied repertoire of music. Students will		
A. Sing songs in a developmentally appropriate range (using head tones), match pitch , echo short melodic patterns, and maintain a steady tempo .	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.
B. Speak, chant, and sing using expressive voices and move to demonstrate awareness of beat, tempo , dynamics , and melodic direction.		
C. Sing from memory age-appropriate songs representing varied styles of music.		

South Carolina Pre-K–K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
II. PERFORMING ON INSTRUMENTS. Performing on instruments, alone and with others, a varied repertoire of music. Students will		
A. Play a variety of pitched and unpitched instruments and use other sound sources, including body percussion .	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.
B. Play simple melodies and accompaniments on pitched and unpitched instruments , demonstrating awareness of beat, tempo, dynamics , and melodic direction.		
C. Play appropriate pitched or unpitched instruments to accompany songs and games from diverse cultures.		
D. Echo short rhythmic and melodic patterns.		
III. IMPROVISING. Improvising melodies , variations, and accompaniments. Students will		
A. Improvise songs and rhythm chants with words to accompany play activities.	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.
B. Improvise instrumental accompaniments to songs, recorded selections, stories, and poems.		
C. Improvise simple rhythmic accompaniments using body percussion and classroom instruments.		

South Carolina Pre-K–K Standards and Benchmarks	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
IV. COMPOSING AND ARRANGING. Composing and arranging music within specified guidelines. Students will		
A. Compose using icons or invented symbols to represent music beats.	Not covered in <i>The Creative Curriculum® for Preschool</i> .	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.
B. Compose using icons or invented symbols to represent musical sounds and ideas.		
V. READING AND NOTATING. Reading and notating music. Students will		
A. Begin to read, write, and perform rhythmic notation using traditional, nontraditional, and invented symbols to represent beat, divided beat, and rest.	Not covered in <i>The Creative Curriculum® for Preschool</i> .	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.
B. Begin to read and write melodic notation in pentatonic mode , using traditional, nontraditional, and invented symbols to represent pitch .		

South Carolina Pre-K–K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
GENERAL MUSIC		
VI. ANALYZING. Listening to, analyzing, and describing music. Students will		
A. Identify examples of simple music forms.	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.
B. Use personal vocabulary to describe music from diverse cultures.		
C. Identify and describe basic elements in music, including pitch, tempo, and dynamics .		
D. Identify and describe the sources of a variety of sounds, including male and female voices and the sounds of common instruments.		
E. Show body movement in response to pitch, dynamics, tempo, and style of music.		
VII. EVALUATING. Evaluating music and music performances. Students will		
A. Identify specific elements of musical works that evoke emotion and response.	Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.
B. Identify their personal preferences for specific musical works and performances.		

South Carolina Pre-K–K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
<p>VIII. MAKING CONNECTIONS. Understanding relationships between music, the other arts, and disciplines outside the arts Students will</p>		
<p>A. Relate uses of music to daily experiences, celebrations, and special events.</p>	<p>Chapter 3: “The Arts,” pp. 152–155; “Social Studies,” pp. 146–151; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p>	<p>There are no <i>Creative Curriculum</i>® objectives that align directly with this item.</p>
<p>IX. RELATING TO HISTORY AND CULTURE. Understanding music in relation to history and culture. Students will</p>		
<p>A. Sing and play simple songs and music games from diverse cultures.</p>	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150; “Music,” p. 153, 155</p>	<p>There are no <i>Creative Curriculum</i>® objectives that align directly with this item.</p>
<p>B. Use personal vocabulary to describe voices, instruments, music notation, and varied genres and styles from diverse cultures.</p>	<p>Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441</p>	

South Carolina Pre-K–K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
THEATER		
I. STORY MAKING/SCRIPT WRITING. Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history. Students will		
<p>A. Identify individual elements (who, what, and where) of classroom dramatizations .</p> <p>B. Create scenes and scenarios (with a beginning, middle, and end) by improvising and participating in theatre games.</p>	<p>Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Materials for Story Retelling,” p. 358; “Retelling Stories With Children,” p. 373 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>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</p> <p>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</p> <p>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</p>
II. ACTING. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes . Students will		
<p>A/B. Demonstrate physical traits of humans, animals, and objects.</p> <p>C. Describe and compare ways that people react to other people and to internal and external environments.</p> <p>D. Assume roles in a variety of dramatizations.</p> <p>E. Perform in group (ensemble) dramatizations.</p>	<p>Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Materials for Story Retelling,” p. 358; “Retelling Stories With Children,” p. 373 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>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</p> <p>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</p>

South Carolina Pre-K–K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
III. DESIGNING. Designing by developing environments for improvised and scripted scenes . Students will		
A. Identify sets and costumes appropriate for stories and/or classroom dramatizations .	Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Materials for Story Retelling,” p. 358; “Retelling Stories With Children,” p. 373	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 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 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
C. Use scenery, properties , lighting , sound , costumes , and makeup in classroom dramatizations.	Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”	
IV. DIRECTING. Directing by organizing rehearsals for improvised and scripted scenes . Students will		
A. Begin to respond appropriately to instructors’ directions and side coaching .	Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Materials for Story Retelling,” p. 358; “Retelling Stories With Children,” p. 373	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play
C. Begin to plan classroom presentations individually and collaboratively.	Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”	
V. RESEARCHING. Researching by using cultural and historical information to support improvised and scripted scenes .		
<i>There are no PreK–K standards listed in this section.</i>		

South Carolina Pre-K–K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
<p>VI. CONNECTING. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms. Students will</p>		
<p>B. Use performance skills to act out familiar stories.</p>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133; “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events</p>
<p>C. Act out different career and social roles in improvisations and theatre games.</p>	<p>Chapter 10: “Retelling Stories With Children,” p. 373</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play</p>
<p>D. Compare and contrast the use of visual arts, dance, music, or electronic media to enhance a classroom performance.</p>	<p>Chapter 3: “Social Studies,” pp. 146–161; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p>	<p>There are no <i>Creative Curriculum</i>® objectives that align directly with this item.</p>

South Carolina Pre-K–K Standards and Benchmarks	<i>The Creative Curriculum</i>[®] for Preschool	<i>Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps
VII. VALUING AND RESPONDING. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions. Students will		
A. Demonstrate audience etiquette during theatre performances.	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Drama,” pp. 153–154, 155 Chapter 4: “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.
B. Describe a theatrical experience in terms of aural , visual, and kinetic elements.		
C. Describe emotions evoked by a theatre performance.		
D. Explain what they liked and disliked about a theatre performance.		
VIII. RELATING TO HISTORY AND CULTURE. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures.		
<i>There are no PreK–K standards listed in this section.</i>		

South Carolina Pre-K–K Standards and Benchmarks	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
Visual Arts		
I. Understanding and Applying Media, Techniques, and Processes Students will		
A. Begin to identify differences among media, techniques , and processes used in the visual arts.	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.
B. Use a variety of media, techniques , and processes to communicate ideas, experiences, and stories through their artworks.	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.
C. Use art materials and tools in a safe and responsible manner.		SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment
II. Using Knowledge of Structures and Functions Students will		
A. Identify some elements and principles of design in the visual arts.	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.
B. Use some elements and principles of design to communicate ideas through their artworks.		
III. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas Students will		
A. Create artworks that express their personal experiences .	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.
B. Describe their personal responses to various subjects , symbols, and ideas in artworks.		

South Carolina Pre-K–K Standards and Benchmarks	<i>The Creative Curriculum</i>[®] for Preschool	<i>Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps
IV. Understanding the Visual Arts in Relation to History and Cultures Students will		
A. Begin to identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.
B. Begin to identify a variety of artworks, artists, and visual arts materials that exist in their community.		
V. Reflecting upon and Assessing the Merits of Their Work and the Work of Others Students will		
A. Identify some purposes for creating artworks.	Chapter 3: “Visual Arts,” p. 154, 155 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.
VI. Making Connections between Visual Arts and Other Disciplines Students will		
B. Begin to identify connections between the visual arts and content areas across the curriculum.	Chapter 3: “The Arts,” pp. 152–155; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts	There are no <i>Creative Curriculum</i> [®] objectives that align directly with this item.