

Alignment of Virginia’s Foundation Blocks for Early Learning: Standards for Literacy and Mathematics 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 and Things to Sit On, Wheels, Water Pipes, Trash & Garbage, Shadows, Exercise*) 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.

Several highly specific Virginia Foundation Blocks are addressed by *The Creative Curriculum for Preschool* but not by *The Creative Curriculum Developmental Continuum for Ages 3–5*. These are noted in the text.

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Virginia's <i>Foundation Blocks for Early Learning</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for <i>Preschool</i> and Related Publications
LITERACY		
1. Oral Expression The child will develop listening and speaking skills by communicating experiences and ideas through oral expression.		
a) Listen with increasing attention to spoken language, conversations, and stories read aloud b) Correctly identify characters, objects, and actions in a picture book, as well as stories read aloud, and begin to comment about each c) Make predictions about what might happen in a story d) Use two words to ask and answer questions that include actions e) Use appropriate language for a variety of purposes, e.g., ask questions, express needs, get information f) Engage in turn taking exchanges and rules of polite conversation with adults and peers g) Listen attentively to stories in a whole-class setting	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 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	Section in all Interest Area chapters: "How ___ Promotes Development: Language Development;" "Connecting ___ With Curriculum Objectives: Language Development" Chapter 3: "Increased Vocabulary and Language," pp. 126–127, 132; "Comprehension," pp. 129–130, 133; "Understanding Books and Other Texts," pp. 130–131, 133; "Literacy as a Source of Enjoyment," p. 131, 133 Chapter 10: "Materials for Story Retelling," p. 358; "Materials for Listening," pp. 359; "Listening for Understanding," p. 365; "Reading Books to Children," pp. 370–373; "Listening to Tapes With Children," p. 374 <i>Literacy: The Creative Curriculum</i>® Approach Chapter 1: "Comprehension," pp. 33–38 Scope and Sequence for Language and Literacy "Listening and Responding to Language," p. 274 <i>The Creative Curriculum</i>® for <i>Preschool Literacy Kits</i> Kit 1: Guided Learning—Listening and Speaking

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<p>2. Vocabulary The child will develop an understanding of words and word meanings through the use of appropriate vocabulary.</p> <p>a) Use single words to label objects b) Listen with increasing understanding to conversations and directions c) Follow simple, one-step oral directions d) Engage in turn taking exchanges with adults and peers e) Use new vocabulary with increasing frequency to express and describe feelings and ideas f) Expose children to a wide-variety of experiences to build vocabulary</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>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>40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps</p> <p>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>Section 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” Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Vocabulary and Language,” pp. 11–15 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p> <p>Scope and Sequence for Language and Literacy “Self-Expression,” p. 275</p> <p>The Creative Curriculum® for Preschool Literacy Kits Kit 1: Guided Learning—Listening and Speaking</p>
<p>3. Phonological Awareness The child will manipulate the various units of sounds in words.</p> <p>a) Discriminate similarities and differences in sounds (environmental, letter) b) Identify words that rhyme, generate simple rhymes c) Successfully detect beginning sounds in words d) Listen to multi-syllable words</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>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</p>	<p>Chapter 3: “Phonological Awareness,” pp. 127–128, 132</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Phonological Awareness,” pp. 16–21 Scope and Sequence for Language and Literacy “Listening,” p. 276; “Rhyming,” p. 276; “Alliteration,” p. 277; “Sentences and Words,” p. 278; “Syllables,” p. 278; “Onset and Rime,” p. 279; “Phonemic Awareness,” p. 279</p> <p>The Creative Curriculum® for Preschool Literacy Kits Kit 1: Guided Learning—Listening and Speaking</p>

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<p>4. Letter Knowledge and Early Word Recognition The child will demonstrate basic knowledge of the alphabetic principle.</p> <p>a) Correctly identify 10-18 alphabet (uppercase) letters by name in random order</p> <p>b) Select a letter to represent a sound (8-10 letters)</p> <p>c) Correctly provide the most common sound for 5-8 letters</p> <p>d) Read simple/familiar high-frequency words, including his or her name</p> <p>e) Notice letters around him/her in familiar, everyday life, and ask how to spell words, names or titles</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>46. Demonstrates knowledge of the alphabet</p> <p>I. Recognizes and identifies a few letters by name</p> <p>II. Recognizes and names many letters</p> <p>III. Beginning to make letter-sound connections</p> <p>47. Uses emerging reading skills to make meaning from print</p> <p>I. Uses illustrations to guess what the text says</p> <p>II. Makes judgments about words and text by noticing features (other than letters or words)</p> <p>III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print</p>	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67</p> <p>Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133; “Understanding Books and Other Texts,” pp. 130–131, 133</p> <p>Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32; “Books and Other Texts,” pp. 39–42</p> <p>Scope and Sequence for Language and Literacy</p> <p>“Concepts of Books,” p. 281</p> <p>“Print Concepts,” p. 282</p> <p>“Alphabet and Word Knowledge,” p. 283</p> <p>The Creative Curriculum® for Preschool Literacy Kits</p> <p>Kit 2: Guided Learning—Reading and Writing</p> <p>Kit 3: Independent Explorations—Library</p> <p>Kit 4: Independent Explorations—Interest Areas</p>
<p>5. Print and Book Awareness The child will demonstrate knowledge of print concepts.</p> <p>a) Identify the front of a book</p> <p>b) Identify the location of the title of a book</p> <p>c) Identify where reading begins on a page (first word or group of words)</p> <p>d) Demonstrate directionality of reading left to right on a page</p> <p>e) Identify part of the book that “tells the story” (print as opposed to pictures)</p> <p>f) Turn pages one at a time from the front to the back of a book</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>45. Demonstrates understanding of print concepts</p> <p>I. Knows that print carries the message</p> <p>II. Shows general knowledge of how print works</p> <p>III. Knows each spoken word can be written down and read</p>	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67</p> <p>Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133; “Understanding Books and Other Texts,” pp. 130–131, 133</p> <p>Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32; “Books and Other Texts,” pp. 39–42</p> <p>Scope and Sequence for Language and Literacy</p> <p>“Concepts of Books,” p. 281</p> <p>“Print Concepts,” p. 282</p> <p>“Alphabet and Word Knowledge,” p. 283</p> <p>The Creative Curriculum® for Preschool Literacy Kits</p> <p>Kit 2: Guided Learning—Reading and Writing</p> <p>Kit 3: Independent Explorations—Library</p> <p>Kit 4: Independent Explorations—Interest Areas</p>

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<p>6. Written Expression The child will write using a variety of materials.</p>		
<p>a) Distinguish print from pictures b) Copy or write letters using various materials c) Print first name independently d) Print 5 - 8 letters with a writing tool e) Copy 3 -5 letter words f) Use inventive spellings to convey messages or tell story</p>	<p>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 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>	<p>Chapter 10: “Materials for Writing,” pp. 359–360 Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Observing and Responding to Individual Children in the Library Area,” pp. 365–370; “Promoting Children’s Writing,” p. 374</p> <p>Literacy: <i>The Creative Curriculum</i>® Approach Chapter 3: “Writing,” pp. 109–119 Scope and Sequence for Language and Literacy “Writing Mechanics,” p. 285 “Purposes of Writing,” p. 285</p> <p><i>The Creative Curriculum</i>® for Preschool Literacy Kits Kit 2: Guided Learning—Reading and Writing Kit 3: Independent Explorations—Library Kit 4: Independent Explorations—Interest Areas</p>

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MATHEMATICS		
1. Number and Number Sense The child will count with understanding, and use numbers to tell how many, describe order, and compare.		
a) Count to 20 or more b) Count a group (set/collection) of three to five objects by touching each object as it is counted and saying the correct number (one to-one correspondence) c) Count the items in a collection of one to five items and know the last counting word tells “how many” d) Compare two groups (sets/collections) of matched objects (less than five) and describe the groups using the terms more, fewer, or same	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 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	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Chapter 3: “Number Concepts,” pp. 134–135, 140; “Measurement,” pp. 137–138, 141 Chapter 8: “Toys and Games,” pp. 295–315 Mathematics: The Creative Curriculum® Approach Chapter 1: “Number and Operations,” pp. 7–14 Chapter 2: “Communication,” pp. 56–58 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Appendix: “Number and Operations Observation Form,” p. 343 The Creative Curriculum® for Preschool Math Kits Kit 1: Number, Geometry, and Data
2. Computation The child will recognize change in groups (sets/collections).		
a) Describe changes in groups (sets/collections) by using more when groups of objects (sets) are combined (added together) b) Describe changes in groups (sets/collections) by using fewer when groups of objects (sets) are separated (taken away)	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	Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 Mathematics: The Creative Curriculum® Approach Chapter 1: “Number and Operations,” pp. 7–14 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115 Appendix: “Number and Operations Observation Form,” p. 343 The Creative Curriculum® for Preschool Math Kits Kit 1: Number, Geometry, and Data

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<p>3. Measurement The child will identify and compare the attributes of length, capacity, weight, time, and temperature.</p>		
<p>a) Recognize attributes of length by using the terms longer or shorter when comparing two objects</p> <p>b) Know the correct names for the standard tools used for telling time and temperature; and measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales)</p> <p>c) Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold</p> <p>d) Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, night, day</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <p>I. Notices similarities and differences</p> <p>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</p> <p>III. Understands/uses measurement words and some standard measurement tools</p> <p>31. Shows awareness of time concepts and sequence</p> <p>I. Demonstrates understanding of the present and may refer to past and future</p> <p>II. Uses past and future tenses and time words appropriately</p> <p>III. Associates events with time-related concepts</p>	<p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p>Chapter 2: “Daily Events,” pp. 82–92; “The Daily Schedule,” pp. 92–97</p> <p>Chapter 3: “Measurement,” pp. 137–138, 141</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Measurement,” pp. 24–30</p> <p>Chapter 2: “Connections,” pp. 59–62</p> <p>Chapter 4: “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Discovery Area,” pp. 138–142</p> <p>The Creative Curriculum® for Preschool Math Kits</p> <p>Kit 2: Patterns and Measurement</p>
<p>4. Geometry The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their position in relation to him/herself and to other objects.</p>		
<p>a) Match and sort shapes (circle, triangle, rectangle, and square)</p> <p>b) Describe how shapes are similar and different</p> <p>c) Recognize shapes (circle, triangle, rectangle, and square) by pointing to the appropriate figure when the teacher names the shape</p> <p>d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <p>I. Sorts objects by one property such as size, shape, color, or use</p> <p>II. Sorts a group of objects by one property and then by another</p> <p>III. Sorts objects into groups/subgroups and can state reason</p> <p>32. Shows awareness of position in space</p> <p>I. Shows comprehension of basic positional words and concepts</p> <p>II. Understands and uses positional words correctly</p> <p>III. Shows understanding that positional relationships vary with one’s perspective</p>	<p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Spaces and Geography,” pp. 146–147, 150</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Mathematics: The Creative Curriculum® Approach</p> <p>Chapter 1: “Geometry and Spatial Sense,” pp. 15–23</p> <p>Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115; “Mathematics in the Block Area,” pp. 116–120</p> <p>Appendix: “Geometry and Spatial Sense Observation Form,” p. 344</p> <p>The Creative Curriculum® for Preschool Math Kits</p> <p>Kit 1: Number, Geometry, and Data</p>

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<p>5. Data Collection and Statistics The child will participate in the data gathering process in order to answer questions of interest.</p>		
<p>a) Collect information to answer questions of interest to children b) Use descriptive language to compare data in objects and picture graphs by identifying which is more, fewer, or the same</p>	<p>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</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>Section 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” Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162 Chapter 11: “Discovery,” pp. 381–401</p> <p>Mathematics: The Creative Curriculum® Approach Chapter 1: “Measurement,” pp. 24–30 Chapter 2: “Reasoning,” pp. 51–55; “Representation,” pp. 63–65 Chapter 4: “Mathematics in the Block Area,” pp. 116–120; “Mathematics in the Discovery Area,” pp. 138–142</p> <p>The Creative Curriculum® for Preschool Math Kits Kit 1: Number, Geometry, and Data</p>
<p>6. Patterns and Relationships The child will identify simple patterns of concrete objects, and use them to recognize relationships.</p>		
<p>a) Sort and classify objects according to one or two attributes (color, size, shape, and texture) b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square</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>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</p>	<p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Mathematics: The Creative Curriculum® Approach Chapter 1: “Patterns (Algebra),” pp. 31–38 Chapter 2: “Problem Solving,” pp. 48–50; “Reasoning,” pp. 51–55; “Representation,” pp. 63–65 Chapter 4: “The Toys and Games Area as the Hub of Mathematics Learning,” pp. 110–115</p> <p>The Creative Curriculum® for Preschool Math Kits Kit 2: Patterns and Measurement</p>

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SCIENTIFIC INVESTIGATION, REASONING, AND LOGIC		
1. Scientific Investigation, Reasoning, and Logic The child will make observations, separate objects into groups based on similar attributes, compare lengths and mass, and develop questions based upon observation using the five senses.		
<ul style="list-style-type: none"> a) Identify basic properties of objects by direct observation b) Describe objects using pictures and words c) Sequence objects according to size d) Separate a set of objects into two groups based on one physical attribute e) Compare the length and mass of different objects f) Identify the body parts that correspond with each of the five senses 	<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>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>29. Arranges objects in a series</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Investigate the Topic”</p> <p>“Integrate Content Area Learning: Science”</p>
2. Force, Motion and Energy The child will describe and categorize properties of materials using magnets.		
<ul style="list-style-type: none"> a) Describe the effects magnets have on other objects; they stick to some but not to others. Introduce the words “attracted to” and “not attracted to” b) Describe the effects magnets have on other magnets; they stick together or push apart 	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>25. Explores cause and effect</p> <ul style="list-style-type: none"> I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 	<p>Chapter 3: “Physical Science,” pp. 142–143, 145</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Investigate the Topic”</p> <p>See especially: <i>Balls, Wheels, Water Pipes</i></p>

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<p>3. Matter The child will develop language to describe an object's position, movement and physical properties. The child will also describe properties of water.</p>		
<p>a) Identify colors (red, orange, yellow, green, blue, purple) and white and black b) Identify shapes (circle, triangle, square, and rectangle) of an object c) Identify textures (rough/smooth) and feel (hard/soft) d) Describe relative size and weight (big/little, large/small, heavy/light, wide/thin, long/short) e) Describe position (over/under, in/out, above/below) and speed (fast/slow) f) Recognize water in its three forms (solid, liquid, gas)</p>	<p>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 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>	<p>Chapter 3: "Science," pp. 142–145 Chapter 11: "Discovery," pp. 381–401</p> <p><i>The Creative Curriculum</i>® Study Starters "Integrate Content Area Learning: Science" See especially: <i>Boxes, Clothes, Wheels, Water Pipes, Rocks, Buildings, Shadows</i></p>
<p>4. Life Processes The child will compare the growth of a person to the growth of a plant and an animal and be able to describe basic life processes and basic needs of each.</p>		
<p>a) Describe what living things need to live and grow (food, water, and air) b) Recognize that "baby" plants and animals are similar but not identical to their parents and to one another</p>	<p>No objectives in <i>The Creative Curriculum</i>® align directly with this item.</p>	<p>Chapter 3: "Life Science," pp. 143–144, 145 Chapter 11: "Discovery," pp. 381–401 Chapter 16: "Caring for Living Things," pp. 500–501</p> <p><i>The Creative Curriculum</i>® Study Starters "Sample Investigations" See especially: <i>Ants, Flowers</i></p>
<p>5. Interrelationships in Earth/Space Systems The child will be able to create a shadow.</p>		
<p>a) Create a shadow and describe how it was created</p>	<p>No objectives in <i>The Creative Curriculum</i>® align directly with this item.</p>	<p>Chapter 3: "Earth and the Environment," pp. 144, 145 Chapter 11: "Discovery," pp. 381–401</p> <p><i>The Creative Curriculum</i>® Study Starters "Investigate the Topic" See especially: <i>Shadows, Rocks, Balls</i></p>

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<p>6. Earth Patterns, Cycles and Change The child will identify simple patterns in his/her daily life. The child will identify things that change over time.</p>		
<p>a) Make daily weather observations b) Observe and classify the shapes and forms of many common natural objects including seeds, cones, and leaves c) Recognize the order or stages of animal and plant growth d) Describe home and school routines</p>	No objectives in <i>The Creative Curriculum</i> ® align directly with this item.	<p>Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Science” See especially: <i>Rocks, Ants, Flowers, Shadows, Exercise</i></p>
<p>7. Resources The child will practice reusing, recycling and conserving energy on a daily basis.</p>		
<p>a) Recognize that some objects can be recycled b) Recognize that some objects can be reused c) Identify ways that energy can be conserved</p>	No objectives in <i>The Creative Curriculum</i> ® align directly with this item.	<p>Chapter 3: “Earth and the Environment,” pp. 144, 145; “People and the Environment,” p. 148, 151</p> <p><i>The Creative Curriculum</i>® Study Starters “Investigate the Topic” “Integrate Content Area Learning: Science” See especially: <i>Water Pipes, Trash & Garbage</i></p>

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HISTORY AND SOCIAL SCIENCE		
1. History/Similarities and Differences The child will identify ways in which people are alike and different.		
<ul style="list-style-type: none"> a) Recognize ways in which people are alike and different b) Describe his/her own unique characteristics and those of others c) Make the connection that he/she is both a member of a family and a member of a classroom community d) Engage in pretend play to understand self and others e) Participate in activities and traditions associated with different cultural heritages 	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <ul style="list-style-type: none"> 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 <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <ul style="list-style-type: none"> 35. Takes on pretend roles and situations <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>Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Teaching Social Problem-Solving Skills,” pp. 110–115 Chapter 3: “People and How They Live,” pp. 147–148, 150</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies” “Investigate the Topic” “Sample Investigations” See especially: <i>Ants, Buildings, Clothes</i></p>
2. History/Change Over Time The child will develop an awareness of change over time.		
<ul style="list-style-type: none"> a) Describe ways children have changed since they were babies b) Express the difference between past and present using words such as before, after, now, and then c) Order/sequence events and objects d) Ask questions about artifacts from everyday life in the past e) Recount episodes from stories about the past f) Take on a role from a specific time, use symbols and props, and act out a story/narrative g) Describe past times based on stories, pictures, visits, songs and music 	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <ul style="list-style-type: none"> 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 <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <ul style="list-style-type: none"> 35. Takes on pretend roles and situations <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>Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Teaching Social Problem-Solving Skills,” pp. 110–115 Chapter 3: “People and How They Live,” pp. 147–148, 150; People and the Past,” p. 149, 151 Chapter 7: “Dramatic Play,” pp. 271–293</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies” “Investigate the Topic” “Sample Investigations” See especially: <i>Ants, Buildings, Clothes</i></p>

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<p>3. Geography/Location The child will develop an increased awareness of the physical relationship between and among people and places.</p>		
<p>a) Identify and describe prominent features of the classroom, school, neighborhood and community b) Engage in play where one item represents another – miniature vehicles, people, blocks c) Make and walk on paths between objects--ex., from the door to the window d) Represent objects in the order in which they occur in the environment e) Experience seeing things from different elevations</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>Chapter 7: “Dramatic Play,” pp. 271–293 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies” “Investigate the Topic” “Sample Investigations” See especially: <i>Buildings, Rocks, Flowers</i></p>
<p>4. Geography/Descriptive Words The child will use words to indicate relative location of objects and people including direction words, comparison words, and attribute words.</p>		
<p>a) Use words to indicate relative location b) Use words to describe features of locations in the environment and manmade structures found in stories and seen in everyday experiences c) Develop control in using direction words--on, under, over, behind, near, far, above, below, toward, and away - one direction at a time d) Develop control in using comparison words –closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside e) Develop fluency using attribute words-hard, soft, rough, smooth f) Use labels and symbols for what the child has seen</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>	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67 Chapter 3: “Spaces and Geography,” pp. 146–147, 150; “People and the Environment,” p. 148, 151 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies” “Investigate the Topic” “Sample Investigations” See especially: <i>Buildings, Rocks, Flowers, Water Pipes, Wheels, Chairs & Things to Sit On</i></p>

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<p>5. Economics/World of Work The child will develop an increased awareness of the kinds of work people do and the variety of tools people use in their jobs.</p>		
<p>a) Identify pictures of work and name the jobs people do b) Describe what people do in their community job c) Match tools to jobs d) Match job sites to work done e) Role-play the job of workers</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</p>	<p>Chapter 2: “A System for Classroom Jobs,” pp. 73–74 Chapter 3: “People and How They Live,” pp. 147–148, 150; “People and the Environment,” p. 148, 151 Chapter 7: “Dramatic Play,” pp. 271–293</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies” “Investigate the Topic” “Sample Investigations” See especially: <i>Buildings, Clothes, Trash & Garbage, Water Pipes, Wheels, Chairs & Things to Sit On</i></p>
<p>6. Economics/Making Choices The child will identify that people have wants and make choices.</p>		
<p>a) Identify choices b) Recognize that everyone has wants c) Choose daily tasks d) Role-play purchasing situations where choices are made</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures</p>	<p>Chapter 2: “A System for Classroom Jobs,” pp. 73–74 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293</p>

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7. Civics/Citizenship The child will participate as a member/citizen of a classroom community.		
a) Cooperate with others in a joint activity b) Recognize the need for rules to help get along with others c) Participate in creating rules for the classroom d) State personal plans for learning center activities e) Participate in discussing and generating solutions to a class problem f) Share thoughts and opinions in group settings g) Demonstrate responsible behaviors in caring for classroom materials h) Identify the needs of other people by helping them	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 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	Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “A System for Classroom Jobs,” pp. 73–74; “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115
PHYSICAL AND MOTOR DEVELOPMENT		
1. Skilled Movement The child will build body awareness, strength and coordination through locomotor activities, non-locomotor (stability) activities and manipulative skills. Locomotor Activities		
a) Demonstrate progress in performing the mature level of selected locomotor skills. b) Demonstrate initial, elementary and mature forms of walking and running. (Note: Initial is the first efforts at a movement skill; Elementary is the intermediate phase; and Mature is the form the movement should resemble when done correctly.)	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 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	Chapter 13: “Music and Movement,” pp. 423–441; especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “Outdoors,” pp. 493–522; especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494 <i>The Creative Curriculum</i>® Study Starters See especially: <i>Exercise</i>

Virginia's Foundation Blocks for Early Learning	Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool and Related Publications
1. Skilled Movement (continued) Non-locomotor Skills		
a) Maintain a stable static position while practicing specific balances. b) Maintain balance while performing a controlled spin. c) Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor. d) Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor. e) Perform criss-cross pattern activities that will stimulate the brain.	PHYSICAL DEVELOPMENT—Gross Motor 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 PHYSICAL DEVELOPMENT—Gross Motor 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 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	Chapter 13: “Music and Movement,” pp. 423–441; especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “Outdoors,” pp. 493–522; especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494 The Creative Curriculum® Study Starters See especially: <i>Exercise</i>
1. Skilled Movement (continued) Manipulative Skills		
a) Manipulate a variety of objects during structured and unstructured physical activity settings. b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.	PHYSICAL DEVELOPMENT—Fine Motor 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination PHYSICAL DEVELOPMENT—Fine Motor 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail 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	Chapters 6, 7, 8, 9, 10, 11, 12, 14, 15: “How Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, and Cooking, and Computers Promote Physical Development: Fine Motor,” pp. 243–244, 271–272, 295–296, 317–318, 351–352, 381–382, 403–404, 443–444, 471–472

Virginia's <i>Foundation Blocks for Early Learning</i>	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
<p>2. Movement Principles and Concepts The child will demonstrate the use of the movement concepts of directions, levels, pathways, and effort.</p>		
<p>a) Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward and backward), levels (high, medium, and low), pathways (straight, curved, and zig-zag), and effort (fast, slow, hard, and soft).</p> <p>b) Identify fundamental movement patterns.</p> <p>c) Begin and expand movement vocabulary.</p> <p>d) Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signal.</p>	<p>PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <p>I. Moves with direction and beginning coordination</p> <p>II. Moves with direction and increasing coordination</p> <p>III. Moves with direction and refined coordination</p>	<p>Chapter 13: “Music and Movement,” pp. 423–441; especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424</p> <p>Chapter 16: “Outdoors,” pp. 493–522; especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494</p> <p><i>The Creative Curriculum</i>® Study Starters See especially: <i>Exercise</i></p>
<p>3. Personal Fitness The child will participate in structured and unstructured physical activities designed to increase heart rate and breathing while improving muscular strength and flexibility.</p>		
<p>a) Participate in activities that allow the child to experience a rise in the heart rate and breathing rate.</p> <p>b) Demonstrate the ability to determine if the heart is beating faster after activity.</p> <p>c) Participate in activities designed to strengthen major muscle groups.</p> <p>d) Participate in activities that enhance flexibility.</p>	<p>No objectives in <i>The Creative Curriculum</i>® align directly with this item.</p>	<p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p><i>The Creative Curriculum</i>® Study Starters See especially: <i>Exercise</i></p>

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<p>4. Responsible Behaviors The child will demonstrate good listening skills and cooperative behaviors.</p> <p>a) Demonstrate safe behaviors by applying rules regarding behaviors in a physical activity setting. b) Share equipment and space, and take turns with help from the teacher. c) Work well with all children. d) Listen to and follow simple directions.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>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</p> <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules</p>	<p>Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” pp. 517–518</p> <p><i>The Creative Curriculum</i>® Study Starters See especially: <i>Exercise</i></p>
<p>5. Physically Active Lifestyle The child will participate in physical activity and explain why physical activity is good for health.</p>		
<p>a) Identify the activities that they like and dislike. b) Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described. c) Participate in structured and unstructured physical activity every day. d) Participate in activities geared toward different levels of proficiency. e) Identify places at home, in the neighborhood and in the communities where children can play safely and be physically active.</p>	<p>No objectives in <i>The Creative Curriculum</i>® align directly with this item.</p>	<p>Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522</p> <p><i>The Creative Curriculum</i>® Study Starters See especially: <i>Exercise</i></p>

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PERSONAL AND SOCIAL DEVELOPMENT		
1. Self-Concept The child will demonstrate self-confidence and self-reflection.		
<ul style="list-style-type: none"> a) Demonstrate knowledge of personal information including first and last name, gender, age, and birthday. b) Begin to recognize and express own emotions using words rather than actions. c) Recognize self as a unique individual and respect differences of others. d) Develop personal preferences regarding activities and materials. e) Demonstrate self-direction in use of materials. f) Develop increased independence in school activities throughout the day. 	<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 <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 	Chapter 2: “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122
2. Self-Control The child will show self-direction and responsibility.		
<ul style="list-style-type: none"> a) Contribute ideas for classroom rules and routines. b) Follow rules and routines within the learning environment. c) Use classroom materials purposefully and respectfully. d) Manage transitions and adapt to changes in routine. e) Develop positive responses to challenges. 	<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 	Chapter 2: Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115

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<p>3. Approaches to Learning The child will show eagerness and persistence as a learner.</p> <p>a) Show interest and curiosity in learning new concepts and trying new activities and experiences. b) Demonstrate ability to learn from experiences. c) Increase attention to a task or activity over time. d) Seek and accept help when needed.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school</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 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it</p>	<p>Chapter 4: "Child-Initiated Learning," pp. 173–174 Chapter 4: "Interacting With Children to Promote Learning," pp. 175–178 Chapter 4: "Talking With Children About Their Work," p. 177 Chapter 4: "Promoting Learning in Interest Areas," pp. 187–189 Chapter 4: "Integrating Learning Through Studies," pp. 190–198</p>
<p>4. Interaction with Others The child will interact easily with one or more children and with familiar adults.</p>		
<p>a) Initiate and sustain interactions with other children. b) Demonstrate verbal strategies for making a new friend. c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest. d) Participate successfully in group settings. e) Demonstrate respectful and polite vocabulary. f) Begin to recognize and respond to the needs, rights, and emotions of others.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help and those who may not</p> <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 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</p>	<p>Chapter 2: "Building a Relationship With Each Child," pp. 103–105; "Helping Children to Make Friends," pp. 105–106; "Teaching Social Problem-Solving Skills," pp. 110–115 Chapter 3: "People and How They Live," pp. 147–148, 150</p> <p><i>The Creative Curriculum</i>® Study Starters "Integrate Content Area Learning: Social Studies" "Investigate the Topic" "Sample Investigations" See especially: <i>Ants, Buildings, Clothes</i></p>

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<p>5. Social Problem-Solving The child will learn and use non-physical ways to resolve conflicts.</p>		
<p>a) Express feelings through appropriate gestures, actions, and words. b) Recognize conflicts and seek possible solutions. c) Allow others to take turns. d) Increase the ability to share materials and toys with others over time. e) Include others in play activities.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights</p> <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child's request III. Shares and defends the rights of others to a turn 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</p>	<p>Chapter 2: "Teaching Social Problem-Solving Skills," pp. 110–115; "Solving Problems That Involve the Whole Class," pp. 114–115</p>