

**Alignment of the Vermont Early Learning Standards Domains, Learning Goals, and Definitions
With The Creative Curriculum® for Preschool and the
Goals and Objectives of The Creative Curriculum® Developmental Continuum for Ages 3–5**

The Creative Curriculum 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. Curriculum and assessment are linked by use of *The Creative Curriculum Developmental Continuum* Assessment System.

The *Developmental Continuum* contains 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 (not shown in this document) for each objective. The developmental steps help teachers to determine each child’s current development in relation to each objective, and to decide what specific support and kinds of experiences will enable each child to develop and learn.

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References

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Vermont Early Learning Standards Domains, Learning Goals, and Definitions	The Creative Curriculum® for Preschool	Creative Curriculum® Goals, Objectives, and Developmental Steps
I. APPROACHES TO LEARNING		
<p>Goal 1: Play Children engage in play as a means to develop their individual approaches to learning.</p>	<p>Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “You Can Do Many Things on Your Own Here,” p. 77; “This Is a Safe Place to Explore and Try Out Your Ideas,” p. 77; “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 All Interest Area Chapters: Chapter 6, “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Library,” pp. 351–379 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Chapter 16: “Outdoors,” pp. 493–522</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance 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>Goal 2: Curiosity and Initiative Children demonstrate curiosity and a willingness to participate in tasks and challenges.</p>	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Interacting With Children to Promote Learning,” pp. 175–178; “Asking Children Questions,” pp. 177–178 ; “Integrating Learning Through Studies,” pp. 190–198 All Interest Area chapters (Chapters 6–16; see full list under Goal 1)</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance 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>

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<p>Goal 3: Persistence Children demonstrate an increased ability to show initiative, accept help, take risks, and work towards completing tasks.</p>	<p>Chapter 2: “Choice Time,” pp. 87–88 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Interacting With Children to Promote Learning,” pp. 175–178; “Integrating Learning Through Studies,” pp. 190–198 All Interest Area chapters (Chapters 6–16; see full list under Goal 1) Section in all Interest Area chapters: “What Children Learn in the ___ Area”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 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>Goal 4: Self-organization Children demonstrate an increased ability to establish goals, develop and follow through with plans.</p>	<p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Integrating Learning Through Studies,” pp. 190–198 All Interest Area chapters (see full list under Goal 1, above)</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance</p>
<p>Goal 5: Reasoning Children demonstrate an increased ability to identify, evaluate and provide possible solutions to problems.</p>	<p>Chapter 3: “Process Skills,” pp. 161–162 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</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</p>
<p>Goal 6: Application Children use their prior experiences, senses, and knowledge to learn in new ways.</p>	<p>Chapter 4: “Guiding Children’s Learning,” pp. 173–198, esp. “Promoting Learning in Interest Areas,” pp. 187–189, “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, and Technology”</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</p>

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II. SOCIAL AND EMOTIONAL DEVELOPMENT		
<p>Goal 1: Play Children use play as a vehicle to build relationships and to develop an appreciation for their own abilities and accomplishments.</p>	<p>Foundations Chapter: “Smilansky: The Role of Children’s Play in Learning,” pp. 11-13 Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Interacting With Children to Promote Learning,” pp. 175–178 Chapter 6: “Stages of Block Play,” pp. 255-260 Chapter 7: “Levels of Dramatic Play,” pp. 282-286 Chapter 12: “Developmental Stages in Sand and Water Play,” pp. 413-415 Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, and Technology” Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</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 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</p>
<p>Goal 2: Self Concept Children demonstrate and express a positive awareness of self and confidence in their capabilities.</p>	<p>Chapter 2: “Choice Time,” pp. 87–88; “Validate Children’s Accomplishments and Progress,” pp. 104–105 Chapter 4: “Child-Initiated Learning,” pp. 173–174</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 SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance</p>

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<p>Goal 3: Self-Control Children increase their capacity for self-control and for dealing with frustrations, and increase their awareness of their own capabilities.</p>	<p>Chapter 2: “Handling Problems Between Children,” pp. 110–114; “Responding to Challenging Behavior,” pp. 116–122, esp. “Coaching Children on How to Be Assertive,” p. 120, “Helping Children to Regain Control,” pp. 121–122</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately 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 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 SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 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>Goal 4: Interactions with Others Children develop successful relationships with other members of their learning community.</p>	<p>Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Building a Relationship With Each Child,” pp. 103–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</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 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want 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</p>

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<p>Goal 5: Sense of Community Children increasingly demonstrate a sense of belonging to the classroom/program, family and community.</p>	<p>Chapter 2: “You Belong Here,” p. 77; “Creating a Classroom Community,” pp. 102–122; “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115, esp. “Handling Problems Between Children,” pp. 110–114, “Solving Problems That Involve the Whole Class,” pp. 114–115 Chapter 5: “Making Families Feel Welcome,” pp. 218–222</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>7. Respects and cares for classroom environment and materials</p> <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 <p>8. Follows classroom routines</p> <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 <p>9. Follows classroom rules</p> <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

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III. LANGUAGE, LITERACY, AND COMMUNICATION		
<p>Goal 1: Play Children engage in play as a means to develop their receptive and expressive language skills.</p>	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 8: “Toys and Games,” pp. 295–315 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”</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>Children engage in play as a means to develop early reading and writing skills.</p>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Library,” pp. 351–379, esp. “Interacting With Children in the Library Area,” pp. 370–375; “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</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 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</p>
<p>Goal 2: Listening and Understanding Children develop skills in listening and in understanding language.</p>	<p>Chapter 1: “Language Development,” p. 22; “Second Language Learners,” pp. 38–41 Chapter 3: “Comprehension,” pp. 129–130, 133; “Process Skills,” pp. 161–162 Chapter 4: “Teaching Second Language Learners,” pp. 181–183 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”</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details</p>

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<p>Goal 3: Speaking and Communicating Children will use verbal and non-verbal language to express and to communicate information.</p>	<p>Chapter 1: “Language Development,” p. 22 Chapter 9: “Art,” pp. 317–349 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</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 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 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</p>
<p>Goal 4: Vocabulary Children will acquire and use new words to increase their understanding and express ideas.</p>	<p>Chapter 1: “Second Language Learners,” pp. 38–41 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 4: “Teaching Second Language Learners,” pp. 181–183 Chapter 10: “Library,” pp. 351–379 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</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>Goal 5: Early Writing Children demonstrate an interest in and ability to use symbols to represent words and ideas.</p>	<p>Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374; “Special Challenges in the Library Area,” p. 375</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>

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Goal 6: Early Reading Children demonstrate an interest in:		
A. Phonemic and Phonological Awareness Learning that language is comprised of distinct sounds and the combination of these sounds; discriminating sound and sound patterns.	Chapter 3: “Phonological Awareness,” p. 128, 132 Chapter 10: “Library,” pp. 351–379 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	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
B. Book Knowledge and Appreciation Understanding and appreciating that books and other forms of print have a purpose.	Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Process Skills,” pp. 161–162 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
C. Print Awareness and Concepts Recognizing the association between spoken and written words by following print as it is read aloud.	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133 Chapter 10: “Library,” pp. 351–379, esp. “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 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
D. Alphabet Knowledge Recognizing that symbols are associated with letters of the alphabet and that they form words.	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Library,” pp. 351–379, esp. “Skills for Engaging With Books,” pp. 365–366	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

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IV. MATHEMATICS		
<p>Goal 1: Play Children engage in play to develop and add to their mathematical thinking and problem solving.</p>	<p>Chapter 1: “Cognitive Development,” p. 21 Chapter 3: “Mathematics,” pp. 134–141; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Chapter 6, “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 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”</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 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 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</p>
<p>Goal 2: Numbers and Operations Children show interest and curiosity in counting and grouping objects and numbers.</p>	<p>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”</p>	<p>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</p>

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<p>Goal 3: Geometry and Spatial Sense Children show an interest in recognizing and creating shapes and an awareness of position in space.</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 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</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 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>Goal 4: Patterns and Measurement Children show an interest in recognizing, creating, and predicting patterns; comparing objects; and measuring time and quantity.</p>	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140; “Measurement,” pp. 137–138, 141 Chapter 6, “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</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 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 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</p>

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V. SCIENCE		
<p>Goal 1: Play Children engage in play as a means to develop their scientific skills.</p>	<p>Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>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>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</p> <p>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</p>
<p>Goal 2: Scientific Knowledge Children learn about the development of the natural and physical worlds, including: Space, Time and Matter; The Living World; The Human Body; The Universe, Earth, and Environment; and Technology.</p>	<p>Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145; “Earth and the Environment,” pp. 144, 145; “Technology,” pp. 156–160 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 15: “Computers,” pp. 471–491 Chapter 16: “Outdoors,” pp. 493–522, esp. “Caring for Living Things,” pp. 500–501; “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p>	<p>There are no <i>Creative Curriculum</i> objectives that align with this item.</p>

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<p>Goal 3: Scientific Skills and Methods Children begin to use scientific tools and methods to learn about their world, including design and technology.</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Science,” pp. 142–145; “Technology,” pp. 156–160; “Process Skills,” pp. 161–162</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</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>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>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

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VI. SOCIAL STUDIES		
<p>Goal 1: Play Children engage in play as a means to develop an understanding of social studies.</p>	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122 Chapter 3: “Social Studies,” pp. 146–151; “Process Skills,” pp. 161–162 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</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 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>Goal 2: Spaces and Geography Children will demonstrate an understanding of and appreciation for their physical environment.</p>	<p>Chapter 3: “Spaces and Geography,” pp. 146–147, 150</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>

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<p>Goal 3: People and How They Live Children demonstrate skills related to understanding, communication, sharing, cooperation, and participation with others in a community.</p>	<p>Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Daily Events,” pp. 82–92; “The Daily Schedule,” pp. 92–97 Chapter 3: “People and How They Live,” pp. 147–148, 150; “Process Skills,” pp. 161–162 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</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 (family members, friends, staff) and those who may not (strangers) 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 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 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</p>
<p>Goal 4: People and Their Environment Children demonstrate an awareness of and appreciation for people’s relationship to the environment.</p>	<p>Chapter 3: “People and the Environment,” p. 148, 151 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>	<p>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</p>
<p>Goal 5: People and the Past Children demonstrate an understanding of past events and their connection to the present and future.</p>	<p>Chapter 3: “People and the Past,” p. 149, 151 Chapter 2: “Daily Events,” pp. 82–92; “Using a Calendar,” p. 85; “The Daily Schedule,” pp. 92–97</p>	<p>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</p>

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VII. CREATIVE EXPRESSION		
<p>Goal 1: Play Children engage in play as a means of self expression and creativity.</p>	<p>Chapter 3: “The Arts,” pp. 152–155; “Process Skills,” pp. 161–162 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” A summary of how <i>The Creative Curriculum</i>[®] for Preschool encourages an open-ended, multicultural approach to children’s play: Chapter 6: Blocks: Encourages children reluctant to participate, redirects children using blocks as guns), pp. 267–268 Chapter 7: Dramatic Play: Reassures parents or children uneasy about non-traditional gender roles or costumes; redirects adult-themed play (e.g., abusive, aggressive, explicitly sexual) , pp. 291–292 Chapter 8: Toys and Games: Recommends selecting equipment that promotes multiple uses and open-ended play (can be played with in multiple ways, does not focus on electronic technology) rather than one-dimensional behavior (glamorous fashion dolls, violent action figures) and is not linked to commercial products or teenaged or adult entertainment, pp. 301–302 Chapter 9: Art: Encourages children to actively express themselves, instead of passively manipulating shapes or coloring outlines created by someone else (usually an adult); also, encourages including children and families when deciding which secular or religious holidays to celebrate—or not observe, pp. 347–348 Chapter 10: Library: See “Selecting Materials,” pp. 355–358 Chapter 15: Computers: See “<i>The Creative Curriculum</i>[®] Checklist for Selecting Developmentally Appropriate Software,” p. 478; “Selecting Software and Appropriate Web Sites,” pp. 477–480</p>	<p>There are no <i>Creative Curriculum</i> objectives that align with this item.</p>

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<p>Goal 2: Creative Expression Children engage in individual or group activities that represent real-life experiences, ideas, knowledge, feelings and fantasy.</p>	<p>Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</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 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>Goal 3: Tools Children use a variety of tools and art media to creatively express their ideas.</p>	<p>Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349, esp. “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340</p>	<p>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 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>Goal 4: Appreciation of the Arts Children express interest in and begin to build a knowledge base in the arts.</p>	<p>Chapter 3: “Dance,” p. 152, 155; “Music,” p. 153, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349, esp. “Nurturing Children’s Appreciation of Art,” p. 345 Chapter 13: “Music and Movement,” pp. 423–441 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 with this item.</p>

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VIII. PHYSICAL DEVELOPMENT AND HEALTH		
<p>Goal 1: Play Children engage in play as a means to understand healthy behavior and develop their physical bodies.</p>	<p>Chapter 1: “Physical Development,” p. 20 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”</p>	<p>There are no <i>Creative Curriculum</i> objectives that align with this item.</p>
<p>Goal 2: Gross Motor Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.</p>	<p>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

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<p>Goal 3: Fine Motor Children use their fingers and hands in ways that develop hand-eye coordination, strength, control, and object manipulation.</p>	<p>Chapter 6, “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Developmental Steps in Writing,” pp. 367–369 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491</p>	<p>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 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 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</p>
<p>Goal 4: Senses Children increase their understanding of the use of their eyes, ears, fingers, nose, and mouth, and how the senses work together.</p>	<p>Chapter 3: “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 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 14: “Cooking,” pp. 443–469 Chapter 16: “Outdoors,” pp. 493–522</p>	<p>There are no <i>Creative Curriculum</i> objectives that align with this item.</p>
<p>Goal 5: Healthy Habits Children begin to understand how daily activity and healthy behavior promote overall personal health and safety.</p>	<p>Chapter 2: “Daily Events,” pp. 82–92; esp. “Transition Times,” pp. 88–89; “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92 Chapter 6, “Blocks,” pp. 243–269 Chapter 11: “Take-Aparts and Safety,” p. 390 Chapter 14: “Cooking,” pp. 443–469 Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518</p>	<p>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</p>