

What are The Creative Curriculum® for Preschool Objectives for Development & Learning?

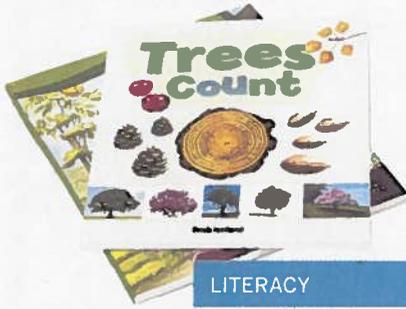
The 38 research-based objectives are the heart of the curriculum and define the path teachers take with children in their classroom. They inform every aspect of teaching, include predictors of school success, and are aligned with state early learning guidelines and the *Head Start Child Development and Early Learning Framework*. The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many of the objectives also include dimensions that guide teachers' thinking about various aspects of that objective, and help clarify what it addresses.



SOCIAL-EMOTIONAL	
1.	Regulates own emotions and behaviors
a.	Manages feelings
b.	Follows limits and expectations
c.	Takes care of own needs appropriately
2.	Establishes and sustains positive relationships
a.	Forms relationships with adults
b.	Responds to emotional cues
c.	Interacts with peers
d.	Makes friends
3.	Participates cooperatively and constructively in group situations
a.	Balances needs and rights of self and others
b.	Solves social problems
PHYSICAL	
4.	Demonstrates traveling skills
5.	Demonstrates balancing skills
6.	Demonstrates gross-motor manipulative skills
7.	Demonstrates fine-motor strength and coordination
a.	Uses fingers and hands
b.	Uses writing and drawing tools

LANGUAGE	
8.	Listens to and understands increasingly complex language
a.	Comprehends language
b.	Follows directions
9.	Uses language to express thoughts and needs
a.	Uses an expanding expressive vocabulary
b.	Speaks clearly
c.	Uses conventional grammar
d.	Tells about another time or place
10.	Uses appropriate conversational and other communication skills
a.	Engages in conversations
b.	Uses social rules of language
COGNITIVE	
11.	Demonstrates positive approaches to learning
a.	Attends and engages
b.	Persists
c.	Solves problems
d.	Shows curiosity and motivation
e.	Shows flexibility and inventiveness in thinking
12.	Remembers and connects experiences
a.	Recognizes and recalls
b.	Makes connections
13.	Uses classification skills
14.	Uses symbols and images to represent something not present
a.	Thinks symbolically
b.	Engages in sociodramatic play





LITERACY

- 15. Demonstrates phonological awareness
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller and smaller units of sound
- 16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter-sound knowledge
- 17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books
 - b. Uses print concepts
- 18. Comprehends and responds to books and other texts
 - a. Interacts during read-alouds and book conversations
 - b. Uses emergent reading skills
 - c. Retells stories
- 19. Demonstrates emergent writing skills
 - a. Writes name
 - b. Writes to convey meaning

MATHEMATICS

- 20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
- 21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
- 22. Compares and measures
- 23. Demonstrates knowledge of patterns



SCIENCE AND TECHNOLOGY

- 24. Uses scientific inquiry skills 
- 25. Demonstrates knowledge of the characteristics of living things
- 26. Demonstrates knowledge of the physical properties of objects and materials
- 27. Demonstrates knowledge of Earth's environment
- 28. Uses tools and other technology to perform tasks

SOCIAL STUDIES

- 29. Demonstrates knowledge about self
- 30. Shows basic understanding of people and how they live
- 31. Explores change related to familiar people or places
- 32. Demonstrates simple geographic knowledge



THE ARTS

- 33. Explores the visual arts
- 34. Explores musical concepts and expression
- 35. Explores dance and movement concepts
- 36. Explores drama through actions and language



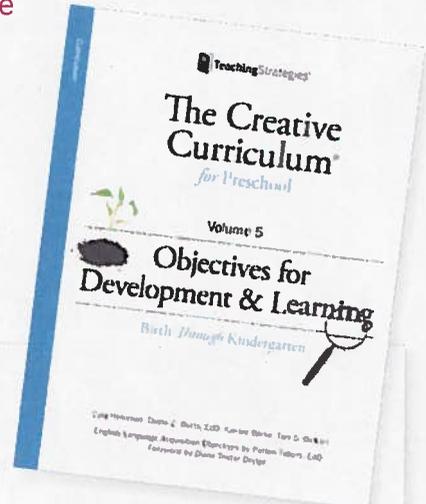
ENGLISH LANGUAGE ACQUISITION

- 37. Demonstrates progress in listening to and understanding English
- 38. Demonstrates progress in speaking English



How Curriculum and Assessment Are Linked

Before beginning any journey, you need to know where you are heading. When you begin to implement the curriculum, look to the *Objectives for Development & Learning* to guide you. These objectives define the skills, knowledge, and behaviors that you are helping children acquire in your program.



Objective 20 Uses number concepts and operations

a. Counts

Not Yet	1	2	3	4	5	6	7	8	9
		<p>Verbally counts (not always in the correct order)</p> <ul style="list-style-type: none"> Says, "One, two, ten" as she pretends to count 		<p>Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p> <ul style="list-style-type: none"> Counts to ten when playing "Hide and Seek" Counts out four scissors and puts them at the table 		<p>Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p> <ul style="list-style-type: none"> Counts to twenty while walking across room Counts ten plastic worms and says, "I have ten worms." When asked, "What comes after six?" says, "One, two, three, four, five, six, seven...seven." 		<p>Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</p> <ul style="list-style-type: none"> Counts twenty-eight steps to the cafeteria When asked what comes after fifteen, says "Sixteen." 	
	Red	Red, Orange	Red, Orange, Yellow	Red, Orange, Yellow, Green	Red, Orange, Yellow, Green, Blue	Red, Orange, Yellow, Green, Blue, Purple	Red, Orange, Yellow, Green, Blue, Purple	Red, Orange, Yellow, Green, Blue, Purple	Red, Orange, Yellow, Green, Blue, Purple

b. Quantifies

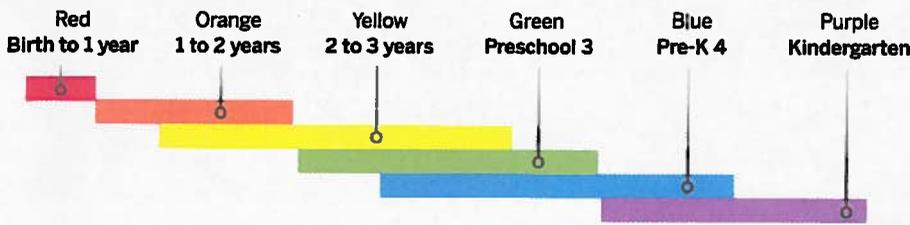
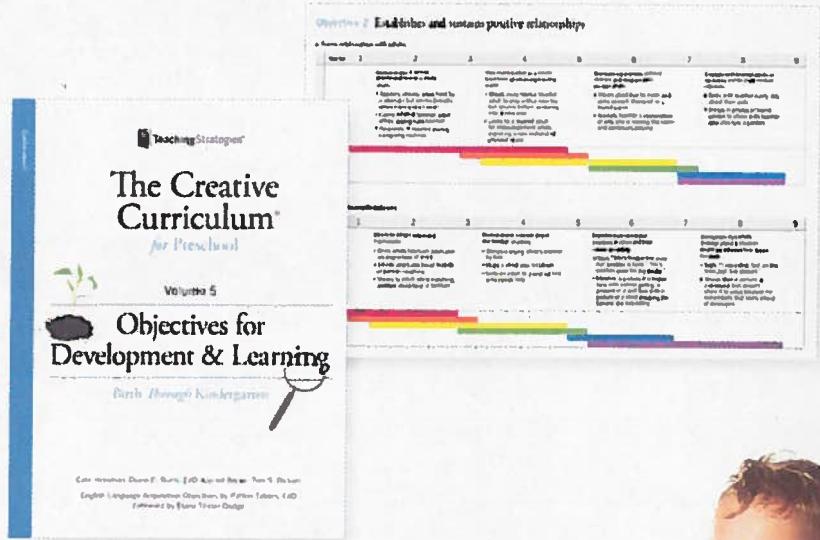
Not Yet	1	2	3	4	5	6	7	8	9
		<p>Demonstrates understanding of the concepts of one, two, and more</p> <ul style="list-style-type: none"> Says, "More apple," to indicate he wants more pieces than given Takes two crackers when prompted, "Take two crackers." 		<p>Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p> <ul style="list-style-type: none"> Looks at the sand table and says instantly, without counting, "There are three children at the table." Says, "I have four cubes. Two are red, and two are blue." Puts three bunnies in the box with the two bears. Counts and says, "Now I have five." 		<p>Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p> <ul style="list-style-type: none"> Says, "I have eight big buttons, and you have eight little buttons. We have the same." Tosses ten puff balls at the hoop. When three land outside she says, "More went inside." Puts two dominoes together, says, "Five dots," and counts on "Six, seven, eight. Eight dots all together." 		<p>Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p> <ul style="list-style-type: none"> Uses ladybug counters to solve the problem, "You had eight ladybugs. Two flew away. How many ladybugs are left?" Says, "I have ten cars. I left two at Grandma's, so now I have ten, nine, eight left." Uses two-sided counters to determine different number combinations for fourteen 	
	Red	Red, Orange	Red, Orange, Yellow	Red, Orange, Yellow, Green	Red, Orange, Yellow, Green, Blue	Red, Orange, Yellow, Green, Blue, Purple	Red, Orange, Yellow, Green, Blue, Purple	Red, Orange, Yellow, Green, Blue, Purple	Red, Orange, Yellow, Green, Blue, Purple

The Creative Curriculum® for Preschool and the Common Core State Standards

Just like the *Common Core State Standards*, which provide a consistent, clear understanding of what students are expected to learn, *The Creative Curriculum's* 38 objectives for development and learning include progressions of development and learning that identify widely held expectations for children of particular ages or classes/grades. This means that when children enter kindergarten, their learning has already been focused on the skills that are essential for success with regard to the *Common Core State Standards*.

With both the *Common Core State Standards* and the curriculum's 38 objectives, identifying age-appropriate expectations for development and learning helps educators and parents know what they need to do to help children get where they need to be.

Covering all important areas of children's development and learning—social-emotional, physical, language, cognitive, literacy, math, science and technology, social studies, and the arts, as well as English-language acquisition—*The Creative Curriculum's* objectives include predictors of school success and are based on school readiness standards. So throughout the early childhood learning experience, children are being prepared in all the ways that matter for later success in school.



The Creative Curriculum for Preschool prepares children for success with the *Common Core State Standards* through a rich collection of resources that help teachers guide all children to be as successful possible when they enter kindergarten. Specific support includes

- guidance for individualizing instruction, which supports each child's advancement of important skills in Mathematics and Language & Literacy
- teaching sequences that allow kindergarten teachers to look back at the progression of development and learning prior to where *Common Core State Standards* begin
- *Book Discussion Cards* with probing questions to help teachers nurture the critical thinking skills that are essential for success in kindergarten and beyond; these also include guidance for emphasizing vocabulary and supporting social-emotional development
- a robust book collection that includes complex texts and a wide variety of literature, from fiction to non-fiction and poetry to picture books
- learning through studies, in which hands-on opportunities for exploration offer the chance for children to practice critical approaches to learning: attention, engagement, persistence, problem solving, flexibility, inventiveness in thinking, curiosity, and motivation
- support for encouraging the development of social-emotional skills such as resolving conflict, sharing responsibilities, and working collaboratively, all of which helps lay the foundation for children's success in school and in meeting the *Common Core State Standards*

Teaching Sequence

YELLOW	Use cards with the numbers 1-3, focusing on the side with the dots. Introduce one card at a time to the child. Offer the exact number of objects needed to match the card. "This card has one dot on it. Can you put a button on the dot?" "Now we have two buttons. Let's try to put a button on each dot that you see."
GREEN	Show cards 1-5 and ask the child to name the ones he or she knows. "Here are five cards with numbers written on them. Do you see any numbers you know?" Invite him to put an object on each dot while counting them out. "Let's put a button on each dot. Can you count them as we go?"
GREEN	Lay out the cards from 1-5 with the numeral side facing up. Ask the child to count from 1-5 as you point to each card. Invite the child to choose a card, name the numeral, and turn it over to match objects to dots.
BLUE	"Let's start by counting to 5. Here are the numerals 1-5 to look at as you count. Can you point to the number one?" "Which card will you put pebbles on first?"
BLUE	Shuffle the cards and place them in a stack. Have the child pick a card and then count to that number. Invite the child to count out the number of objects as she places buttons on the card.
PURPLE	"You picked the card with an 8 on it. Can you count out 8 beads to go with it?"
PURPLE	Include cards 1-20. Create piles of 10-20 objects. Invite the child to count and select the numeral card that tells how many objects are in the pile. "How many are in this pile? Can you find the numeral that means this number of objects?" Create a pile of more than 20 objects. Invite the child to count the objects, and write the numeral that the number of objects represent.

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Vocabulary

conspicuous obvious or striking	happily A dog that is prancing in the sun, happily wagging its tail.	humble The teacher was humble about her own abilities.
ponder to think about or consider	inquisitive The child was inquisitive about the new machine.	inquisitive The child was inquisitive about the new machine.
ponder to think about or consider	inquisitive The child was inquisitive about the new machine.	inquisitive The child was inquisitive about the new machine.

Supporting Social-Emotional Development

Recognize feelings "The monkey looks happy because it is eating its favorite fruit."	Recognize emotions "The monkey looks sad because it is alone in the forest."
Recognize feelings "The monkey looks happy because it is eating its favorite fruit."	Recognize emotions "The monkey looks sad because it is alone in the forest."

