

**GUAM
EARLY
LEARNING
GUIDELINES
FOR YOUNG
CHILDREN
AGES THREE
TO FIVE**



"We all have the duty to call attention to the science and seriousness of early childhood cognitive development – because the [years] between birth and age five are the foundation upon which successful lives are built."

*Laura Bush
White House Summit on
Early Childhood Cognitive Development
July 26, 2001*

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Guam Early Learning Guidelines For Young Children Ages Three To Five

Prepared by the

Early Childhood Care & Education Committee

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INTRODUCTION

In an effort to improve the quality of care and education provided to our youngest children on Guam, and in response to President Bush's **Good Start, Grow Smart** Early Childhood Initiative, the Department of Public Health & Social Services (DPHSS) sought the assistance from local stakeholders including institutions of higher learning, teachers, center and family-based child care providers, lawmakers, and other appropriate public and private agencies in the development of guidelines for young children ages three to five. The Guam Early Learning Guidelines (GELG) for Young Children Ages Three to Five was developed through funding from the Child Care & Development Fund (CCDF) Program awarded to the DPHSS, Division of Public Welfare and serve as a tool for ensuring that ALL Children, regardless of their socio-economic status, cultural background, and abilities will *Enter School Ready to Learn*. These guidelines address various domains of development and include strategies that enhance the overall development of all young children, including those with special needs.



OVERVIEW

The GELG for children three to five years old was adapted from the **Hawai'i Preschool Content Standards: Curriculum Guidelines for Programs for Four-Year-Olds**. GELG provides guidance to families, caregivers, teachers, and administrators on what children should know and be able to do as they prepare for entrance into kindergarten. The GELG is appropriate and applicable for public or private preschool programs and settings that serve children ages three to five. In addition, in the development of the guidelines, it was recognized and understood that children develop at different times or rates and in different ways. Therefore, the guidelines are to be used as a "general" way to "guide or assist" care providers and families in understanding what children ages three to five should know and be able to do. It is not meant to be an assessment tool for determining the level of abilities of children in cognitive, physical, or other areas of developmental domains.



HOW THIS DOCUMENT SHOULD BE USED

GELG should be used to:

- Inform families about the development and capabilities of children who are preparing for kindergarten;
- Serve as a guide to inform educators about the development of early childhood curriculum and educational strategies;
- Provide a framework for administrators to oversee early childhood curricula practices and advocate for resources; and
- Guide the selection of assessment tools that are appropriate for learners from a variety of backgrounds with differing abilities.

GELG should NOT be used to:

- Assess the competence of young children;
- Mandate specific teaching practices, materials, or curricula;
- Prohibit children from entering kindergarten if certain standards are not yet accomplished; or
- Exclude groups of children because of socio-economic status, language, cultural background, abilities, or disabilities.

ORGANIZATION OF DOCUMENT

The GELG is divided into five broad developmental domains:

Each domain contains general areas of learning and may be further divided into the following separate subject areas.

- I. Physical Development and Health & Safety
- II. Self-Concept and Social-Emotional Development
- III. Cognitive Development – Math (Numeracy), Science, & Social Studies
- IV. Communication, Language Development, and Literacy
- V. Creative Development

Organization of GELG:

The GELG is organized in a three-column structure under each domain:

1st Column: Content Standards

This column contains benchmarks for the knowledge, skills, and attitudes children should have or be doing in a particular subject matter organized as domains. The benchmarks provide for a balanced educational experience so that children will be prepared to succeed in a developmentally appropriate kindergarten program or setting.

2nd Column: Performance Indicators

This column contains examples of knowledge, skills, and attitudes that children should know and be able to do in relation to the content standards. The performance indicators list observable behaviors that would demonstrate meeting the content standards.

3rd Column: Guam Public School System (GPSS) Kindergarten Standards

This column contains the Kindergarten Standards that the GELG is required to be aligned with, as required under the **Good Start, Grow Smart Early Childhood Initiative**. The Kindergarten Standards chosen are those that best correspond with each of the Content Standards in the GELG. Since the majority of Guam's children will attend public school Kindergarten settings, these will help teachers, caregivers, and families understand what is expected of children when they enter Kindergarten in a public school.

SAMPLE FORMAT

I: PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

CONTENT STANDARDS

Preschool programs provide children with opportunities to:

PERFORMANCE INDICATORS

Some things a child does to demonstrate competency:

GPSS CONTENT STANDARDS (4 to 5 year olds)

GUIDING PRINCIPLES



The Guiding Principles developed for the Guam Early Childhood Care and Education Committee are as follows:

All children deserve equal opportunity and access to high quality early care and education in a healthy and safe environment. These programs will ensure a positive foundation for academic success and lifelong learning by:

- nurturing their overall developmental needs;
- respecting individual characteristics and cultures;
- strengthening partnerships between parents, teachers, providers, and administrators; and
- preparing them to enter school, ready to learn, and be successful individuals in life as contributing members and citizens of their community.

The following *guiding principles* integrate what is understood about how young children learn. Early childhood educators and families are encouraged to use the GELG in order to: *understand how children grow and learn; provide an environment with experiences that foster learning found in play activities; and understand the values and cultures of the communities and children they teach.*

1. Families are the primary caregivers and educators and should be respected and supported as partners in the care and education of their children. Teachers, caregivers and administrators should work collaboratively with families to ensure that children are provided optimal learning experiences and provide them with adequate information needed to support their children's learning.



2. All children will be respected as competent and unique individuals who differ in learning styles, home environments, and needs. Teachers, caregivers, and administrators will respect children's uniqueness by being responsive to individual needs, interests, and learning styles. This helps children develop their sense of "self," understand their world and promotes development as responsible citizens with an ongoing desire for lifelong learning.

3. Programs should be designed to support the development of the "whole child" by providing experiences that are fun, healthy, and safe. Programs must ensure children are given the opportunity to enhance their overall development by addressing the social, emotional, cognitive, and physical domains. Teachers, caregivers, and administrators will ensure they provide a developmentally appropriate program that includes well-designed indoor and outdoor learning environments which are readily accessible for children to actively engage in as they acquire new skills and knowledge.



I. PHYSICAL DEVELOPMENT AND HEALTH & SAFETY





PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

PHYSICAL DEVELOPMENT

Children use their senses and bodies to explore the world around them. They investigate their environment and practice motions that develop their small and large muscles such as holding a crayon or pencil (small muscles) and walking or jumping (large muscles). Children need encouragement so they can appreciate and learn how to enhance their strength, balance, muscle control, and coordination.



HEALTH & SAFETY

According to “Maslow’s Hierarchy of Needs,” safety is the second most important need of all human beings. Children need to be nourished in a healthy and safe environment where they can grow and develop.





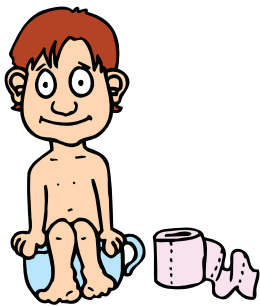
PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 1: Develop health awareness and skills.	<i>Positive Health and Safety Practices</i> 1. Washes hands when appropriate and necessary (such as before eating and after using the toilet). 2. Uses toilet independently. 3. Covers mouth when coughing and sneezing; uses tissue for colds followed by hand-washing. 4. Brushes teeth, combs hair, takes a daily bath, dresses in clean clothes. 5. Practices Hygiene – cleans work and play area, takes care of personal belongings. 6. Demonstrates awareness that some foods (5 basic food groups) help their bodies to grow and be healthy (<i>I am drinking all of my milk because it makes my bones strong</i>). 7. Indicates awareness that his/her body needs exercise (indoor & outdoor) and rest. 8. Chooses challenging new physical activities.	<u>HEALTH EDUCATION</u> <i>Disease Prevention and Control</i> 4.K.2 – Describe ways germs are spread. 4.K.3 – Explain how proper hand washing techniques prevents the spread of germs. 4.K.4 – Explain how cleanliness contributes to health and wellness 4.K.5 – Demonstrate proper hand washing techniques. <i>Personal Health Development</i> 5.K.1 – Tell what “personal hygiene” means. 5.K.2 – Describe the importance of keeping your body clean. 5.K.12 – Define “Exercise”. 5.K.13 – Identify different kinds of exercise. 5.K.14 – Explain the importance of rest and sleep. <i>Nutrition</i> 6.K.1 – List reasons why people need food. 6.K.2 – List healthy and unhealthy foods. 6.K.3 – Identify foods and their proper names.



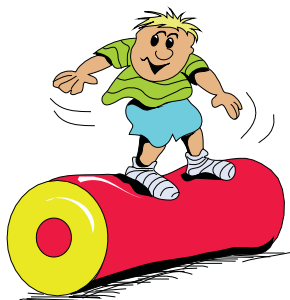
PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 2: Learn, acquire and follow basic self-help and safety rules.	1. Seeks help in emergencies and understands and knows how to call “9-1-1”, and when it should be used. 2. Is aware of emergency procedures (fire, earthquake, tidal wave). 3. Demonstrates procedures for fire safety (evacuate, stop, drop and roll), field trip safety (holds hands, stays with the group), and travel safety (uses seat belts, crosses street with an adult). 4. Recognizes everyday dangers (stove, knives, matches, medicines, guns, and poisons) and follows safety rules regarding them. 5. Demonstrates basic safety rules – walks indoors, avoids strangers, uses seat belts/car seats, avoids stoves, matches, and poisons, makes sure an adult is watching before going into the pool or ocean.	<u>HEALTH EDUCATION</u> <i>Personal Safety</i> 7.K.3 – List some safety rules for preventing accidents in the home and at school. 7.K.6 – Tell why guns can be dangerous. 7.K.8 – Show what you have to do to keep safe in case of an earthquake. 7.K.9 – Tell what you do to prepare for a typhoon. 7.K.10 – Name ten ways to prevent fires. 7.K.11 – Explain what “exit” means and where to find them in a building such as the movie theaters. 7.K.12 – Tell why fires are dangerous. 7.K.13 – Tell how fires are started. 7.K.14 – Show what to do in case your clothes catch on fire. 7.K.17 – Tell what to do when crossing a street. 7.K.18 – Memorize street address and telephone number. 7.K.19 – Tell what to do in an emergency. 7.K.20 – Memorize emergency telephone numbers. 7.K.21 – Show how to call an emergency number.



PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 3: Develop strength and coordination of small muscles.	1. Follows routines such as dressing self, using toilet independently, using eating utensils. 2. Follows routines for care of own belongings and school supplies. 3. Follows classroom routines for clean up. 4. Participates and demonstrates increasing skill in activities that require small muscle strength (cutting, hammering, using tools for play dough, building with blocks). 5. Shows beginning control of tools (scissors, pencils, brushes, markers, tongs). 6. Demonstrates increasing skill in hand-eye coordination in activities such as puzzles, stringing beads, tracing shapes and letters, and using manipulatives like Legos.	<u>PHYSICAL EDUCATION</u> <i>Movement Skills and Movement Knowledge</i> 1.K.6 – Tossing a ball and catching it before it bounces. <i>Self-Image and Personal Development</i> 4.K.2 – Try new movement activities and skills.



PHYSICAL DEVELOPMENT AND HEALTH & SAFETY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 4: Develop strength and coordination of large muscles.	1. Demonstrates increasing skills in balancing, such as walking a balance beam, jumping and landing on two feet, hopping on one foot. 2. Displays increasing strength and coordinated use of upper body and arms such as throwing and catching a large ball, climbing a play structure. 3. Shows increasing strength and coordinated use of lower body and legs such as running, galloping, skipping, kicking a ball, and creative movement. 4. Controls body in movement activities.	<u>PHYSICAL EDUCATION</u> <i>Movement Skills and Movement Knowledge</i> 1.K.2 – Balance while bending, twisting, or stretching. 1.K.4 – Walk and run using mature form. 1.K.6 – Toss a ball and catch it before it bounces. 2.K.2 – Identify fundamental movement patterns. 2.K.3 – Identify and begin to use the technique employed to soften the landing in jumping.

II. SELF-CONCEPT AND SOCIAL-EMOTIONAL DEVELOPMENT





SELF-CONCEPT AND SOCIAL-EMOTIONAL DEVELOPMENT

SELF-CONCEPT AND SOCIAL-EMOTIONAL DEVELOPMENT

Children depend upon their interactions with peers and adults to build a “sense of self” and to see themselves as learners. They need consistent nurturing from their parents, teachers, caregivers, and families. Children are naturally curious about other people and this helps them develop a strong sense of identity.

Children should be provided many opportunities to interact with their home, community, and preschool settings where their social-emotional development will continue to be enhanced. Children who engage in meaningful daily activities with their families, community, and preschool settings gain opportunities to respect other people’s interests, preferences, differences, and cultural backgrounds. These activities help develop positive attitudes about themselves and others.





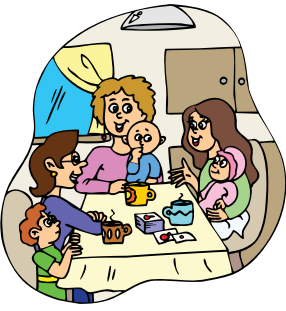
SELF-CONCEPT AND SOCIAL-EMOTIONAL DEVELOPMENT

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 1: Understand and express feelings appropriately.	1. Uses, expresses, and recognizes feelings with actions and words appropriately. 2. Understands personal characteristics (self-image). 3. Expresses emotions through appropriate actions and words. 4. Recognizes and describes own feelings. 5. Begins to show self-control in handling frustration and disappointment with self or others.	<u>VISUAL AND PERFORMING ARTS</u> <i>Reflection and Assessment of Art</i> 1.C.K.1 – Create art work that expresses various needs, emotions, ideas, and values through the use of visual images. <u>HEALTH EDUCATION</u> <i>Personal Health Development</i> 5.K.8 – Give examples of ways to make yourself feel good about yourself. 5.K.9 – Name people around you who make you feel good about yourself. 5.K.10 – Identify different kinds of emotions. 5.K.11 – Give examples of situations that may illicit different kinds of emotions.



SELF-CONCEPT AND SOCIAL-EMOTIONAL DEVELOPMENT

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 2: Continue to develop a sense of self.	1. Shows satisfaction in accomplishments. 2. Identifies characteristics such as name, gender, age, physical traits and family roles (<i>I am a son/daughter, brother/sister etc.</i>) 3. Identifies self in the family, structure, and roles & responsibilities.	<u>SOCIAL STUDIES</u> <i>Culture</i> I.A.K.1 – Identify family members. I.A.K.2 – State the role of each family member. I.A.K.3 – Participate in family activities. I.A.K.4 – Show respect for self and each family member and his/her property. I.A.K.5 – Identify family customs and traditions and explain their importance.
Standard 3: Acquire behaviors and skills expected in different environments.	1. Participates in positive ways with peers and adults of different cultures community settings (uses appropriate utensils at meal time [i.e. fingers, chop sticks, fork, spoon, etc.]) and school activities. 2. Follows rules of conduct established by the caregiver or teacher. 3. With a few reminders, uses classroom materials appropriately (puts toys away, handles books gently). 4. Follows schedule and typical classroom routines and transitions (sits quietly at circle time, participates in clean up).	<u>SOCIAL STUDIES</u> <i>Culture</i> I.A.K.1 – Identify family members. I.A.K.2 – State the role of each family member. I.A.K.3 – Participate in family activities. I.A.K.4 – Show respect for self and each family member and his/her property. I.A.K.5 – Identify family customs and traditions and explain their importance. I.B.K.5 – Show respect for self, teacher, and classmates, and their property. I.B.K.6 – Identify commonalities and differences among cultures. I.C.K.3 – Repeat, recite, and obey community rules.



SELF-CONCEPT AND SOCIAL-EMOTIONAL DEVELOPMENT

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 4: Ability to interact, develop, and maintain appropriate relationships with others.	1. Begins to show self-control in handling frustration and disappointment with others. 2. Participates in small and large-group activities. 3. Uses simple negotiation skills to solve conflicts (<i>You can have a turn after me.</i>) 4. Plays cooperatively with others. 5. Develops friendships. 6. Interacts with ease with familiar adults and peers. 7. Uses turn-taking in conversation and in play.	<u>PHYSICAL EDUCATION</u> <i>Self-Image and Personal Development</i> 5.K.1 – Follow adult-delivered rules. <i>Social Development</i> 6.K.1 – Work in a group setting without interfering with others. 6.K.2 – Take turns using a piece of equipment. 6.K.4 – Choose playmates without regard to personal differences.



SELF-CONCEPT AND SOCIAL-EMOTIONAL DEVELOPMENT

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 5: Take initiative and responsibility for own actions.	1. Shows increasing self-direction in the use of materials. 2. Participates willingly in school activities. 3. Tries more than one way to solve a problem. 4. Persists in solving a problem or completing a task. 5. Seeks help and assistance when needed. 6. Chooses new as well as familiar activities. 7. Is willing to follow logical consequences of inappropriate behavior (i.e. pushes a child who does not want to share his drink, causing a spill; proceeds to get towel/napkin to clean up after being directed to and tries to resolve a regretted action with adult guidance). Shows signs of empathy or remorse (apologizes sincerely).	<u>PHYSICAL EDUCATION</u> <i>Self-Image and Personal Development</i> 4.K.2 – Try new movement activities and skills. 4.K.3 – Identify feelings that result from participation in physical activities. <u>SOCIAL STUDIES</u> <i>Culture</i> I.B.K.1 - Identify school staff directly related to student: teacher, principal, etc. I.B.K.2 – State the roles of the school staff. I.B.K.3 – Repeat, recite, and obey classroom and school rules. I.B.K.4 – Participate in school activities. I.B.K.5 – Show respect for self, teacher, and classmates, and their property.



SELF-CONCEPT AND SOCIAL-EMOTIONAL DEVELOPMENT

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
DRAMATIC/ SYMBOLIC PLAY Standard 6: Represent fantasy and real-life experiences through pretend play.	1. Assumes a role and uses the tone and vocabulary appropriate to that person or animal (imitates a baby by crawling and making baby sounds.) 2. Participates in pretend play and interacts with another child who is also in a pretend role (plays the patient who is sick when another child is the doctor, imitates role of immediate family members such as siblings, nanas, etc.)	<u>VISUAL AND PERFORMING ARTS</u> <i>Art</i> 1.C.K.2 – Use imagination, create something unique and original. <i>Theater</i> 4.B.K.1 – Imagine and clearly describe characters, their relationships, and our environments.
Standard 7: Engage in sustained symbolic play with other children.	1. Constructs play scenarios with other children in which roles and symbols are communicated and mutually agreed upon (imitating care provider, waiter/waitress, cashier, etc.; using materials toys/props to enhance play).	<u>PHYSICAL EDUCATION</u> <i>Social Development</i> 6.K.2 – Taking turns using a piece of equipment. 6.K.4 – Choosing playmates without regard to personal differences.

III. COGNITIVE DEVELOPMENT





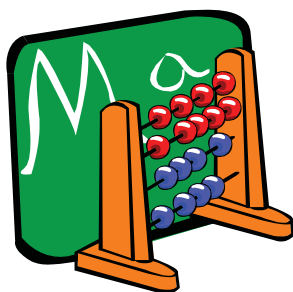
COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE & SOCIAL STUDIES

COGNITIVE DEVELOPMENT

Children constantly receive new information every day. Cognitive development is an on-going process of interaction between the child and the way he or she views objects or events in the environment (Allen and Marotz, 2003). It involves the development of the brain and the way a child learns through recognizing, processing, and organizing information, including how information is used. According to Allen and Marotz, the cognitive process includes mental activities such as discovering, interpreting, sorting, classifying, and remembering. All the interactions that children experience during their daily activities contribute to their cognitive development.

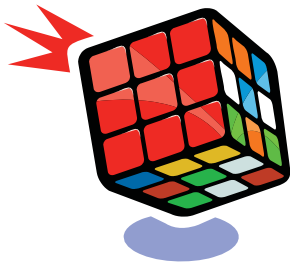




COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

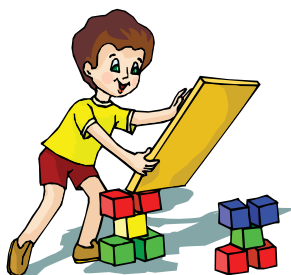
CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
MATHEMATICS Standard 1: Learn about numbers, numerical representation, and simple numerical operations.	1. Uses counting and numbers as part of play (counts beads when stringing; passes one cup for each child when serving drinks). 2. Identifies and names some number symbols (has play money – 5 dollar bill and is able to recognize the number 5; able to count 10 fruits into a basket, out of 20 fruits; picks up number block and is able to recognize and name the number). 3. Counts up to 10 objects (understanding number concepts) in meaningful context with emerging one-to-one correspondence (placing one cup next to one plate). 4. Demonstrates the idea of adding and subtracting using fingers or objects in meaningful context (adds or removes objects to demonstrate more or less of a given set; does not mean use of the plus (+) or minus (-) symbols).	<u>MATHEMATICS</u> <i>Number Sense and Operations</i> I.K.1 – Count, write, recognize, represent using manipulatives, name and differentiate numbers from 0-30. I.K.4 – Explain number meaning through real world experiences and manipulatives. I.K.11 – Use manipulatives to illustrate addition and subtraction of 1-digit numerals.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

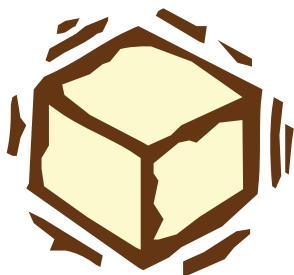
CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 2: Recognize and create patterns and become aware of relationships.	1. Sorts and classifies objects by size, number and other properties in a meaningful context: by color (all red ones); by function (all that float); by color and material (red and made of plastic). 2. Places objects by order of properties/patterns (from small to large, lightest to darkest).	<u>MATHEMATICS</u> <i>Measurement and Geometry</i> 2.K.2 – Sort, compare and classify objects by common attributes. 2.K.5 – Recognize and describe patterns in the environment. 2.K.6 – Recognize and create repeating or increasing patterns. <i>Algebra</i> 3.K.1 – Identify and sort objects that belong to particular groupings. <i>Probability and Statistics</i> 4.K.1 – Collect data and discuss ways to organize the data.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

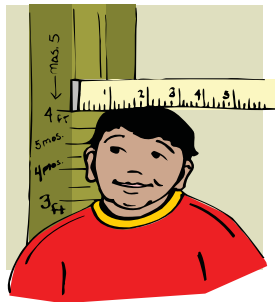
CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
MATHEMATICS Standard 2: Recognize and create patterns and become aware of relationships. (cont'd.)	3. Explains why and how objects are organized (dinosaurs may all be different but they have been separated by child based on their long tails, short tails, ones I like, ones I don't like. Teacher may need to ask child to explain the arrangement of their items. This gives children opportunities to build on logical thinking and language, i.e. nouns, adjectives, etc.) 4. Recognizes, describes, and extends patterns [(notices patterns in the environment (shapes, sizes, forms; tells what comes next "boy-girl-boy-_____ .)] 5. Anticipates the pattern in a repetitive book, poem, or song ("The wheels on the bus go round and round; round and round; round and _____...). 6. Creates patterns in self-directed activities (in play with manipulatives, such as making collages, building with blocks).	<u>MATHEMATICS</u> <i>Measurement and Geometry</i> 2.K.2 – Sort, compare and classify objects by common attributes. 2.K.5 – Recognize and describe patterns in the environment. 2.K.6 – Recognize and create repeating or increasing patterns. <i>Algebra</i> 3.K.1 – Identify and sort objects that belong to particular groupings. <i>Probability and Statistics</i> 4.K.1 – Collect data and discuss ways to organize the data.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

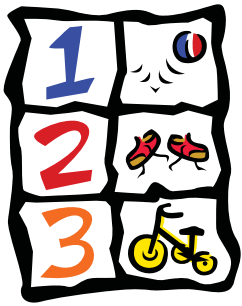
CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
MATHEMATICS Standard 3: Develop concepts of shape and space.	1. Identifies, names, creates, and compares some 2-D and 3-D shapes (can recognize a shape and where it fits in the puzzle). 2. Uses 2-D and 3-D shapes to measure and make predictions of things in the environment (<i>How many blocks does it take from the front door to the back door?</i>) 3. Demonstrates spatial understanding in play (in an obstacle course, climb over the box, jump through the hula hoop; run around the tree....). 4. Describes, names, and interprets the relative positions of objects in a meaningful context (over, under, etc. – “Where is your dog, – is it in front of the box or behind the box?”). 5. Creates art using geometric shapes and symmetry (uses shapes to make a house, a boat, a tree). 6. Identifies geometric shapes in books, artwork, and the environment (clocks, TV, trashcan, tables, windows, doors, etc.).	<u>MATHEMATICS</u> <i>Measurement and Geometry</i> 2.K.1 – Identify and describe verbally, and draw common geometric objects. <i>Language Arts</i> 1.A.K.17 Identify and sort common words from within basic categories.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
MATHEMATICS Standard 4: Develop and use measurement concepts.	1. Demonstrates awareness of measurement attributes (length, volume, weight, area, time – Height chart; <i>How many footsteps will it take to reach the door? Which is heavier the feather or the book? What comes next after outdoor play time?</i>). 2. Compares attributes such as length (shorter-longer), size (bigger-smaller), weight (heavier-lighter), and age (older-younger) in a meaningful context. 3. Measures using standard and non-standard units (puts 3 cups of flour to make play dough, compares who is taller, measures with a length of string the size of his/her foot; wants only half a cup of juice).	<u>MATHEMATICS</u> <i>Number Sense and Operations</i> 1.K.3 – Identify, describe, sort, classify, determine sequence and compare objects by attribute. 1.K.4 – Explain number meanings through real world experiences and manipulatives. <i>Measurement and Geometry</i> 2.K.2 – Sort, compare and classify objects by common attributes.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
MATHEMATICS Standard 5: Represent and interpret data.	1. Gathers information about self and surroundings (number of brothers and sisters, kinds and number of pets at home; favorite ice cream flavors). 2. Contributes data for simple graphs (family size -5 in our family; 3 in our family, plants observed in the playground). 3. Looks at organization of data on a graph he/she helped create and discusses what was observed. (<i>Who has more pockets or buttons on their clothes? The most? How many more pockets does Maria have than Juan?</i>)	MATHEMATICS <i>Probability and Statistics</i> 4.K.1 – Collect data and discuss ways to organize the data.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
SCIENCE Standard 6: Increase sensory awareness.	1. Explores and experiments using various sensory media in play (tissue paper, water, sand, paint, dough, pudding, rice, small rocks, shells). 2. Uses different senses to explore (tastes, sounds, textures, etc.).	<u>SCIENCE</u> <i>Science as Inquiry</i> 1.K.3 – Describe sounds. 1.K.4 – Describe different tastes. 1.K.5 – Describe how different things feel. 1.K.6 – Describe different odors. 2.K.5 – Sort sound according to loudness/softness, same/different. 2.K.6 – Sort tastes according to sourness, sweetness, bitterness, saltiness. 2.K.7 – Sort objects according to hardness, softness, roughness, smoothness, prickliness.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 7: Engage in scientific inquiry.	1. Shows curiosity and asks questions in play when exploring objects and materials (rolling a toy car down a ramp made out of blocks, mixing all the colors of the paint together). 2. Asks scientific questions (<i>Where did the rainbow go? Why do we have typhoons / earthquakes? Where do babies come from?</i>). 3. Uses observations in making predictions and formulating theories about how things work (<i>Did the power go out because of the brown tree snake?</i>). 4. Uses tools including equipment like magnifying glasses, binoculars, scales, and toys to solve problems and explore environment. Be able to draw, write, explain, build, role play or construct what happened or what was learned.	<u>SCIENCE</u> <i>Habits of Mind</i> 2.K.8 - Make a list of things they "wonder" about. 2.K.10 – Recognize cause and effect relationships. 2.K.11 – Organize facts by sequence. 2.K.12 – Summarize what happens in experiments.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
SCIENCE Standard 8: Explore physical properties of the world.	1. Describes, compares and sorts objects based on how they look, feel, smell, sound, taste. <i>(These rocks have sparkles and these rocks don't. This leaf is smooth, shiny and smells like a lemon and this one is rough and has lines....)</i> 2. Explores and begins to identify changes that occur in natural and man-made materials over time. <i>(What happened to the puddle? The coconut leaves turned brown. Look at the banana change – turning brown/black, getting softer, smells spoiled over time).</i> 3. Experiments with the effect of his/her own actions on the objects <i>(See if it's easier to pull the wagon when it's not full; Drop toys into water to see if they float. How many blocks can you stack before they fall?).</i>	<u>SCIENCE</u> <i>Science as Inquiry</i> 1.K.1 – Describe characteristics of objects. 1.K.2 – Describe similarities and differences of objects. 1.K.3 – Describe sounds. 1.K.4 – Describe different tastes. 1.K.5 – Describe how different things feel (texture). 1.K.6 – Describe different odors. <i>Habits of Mind</i> 2.K.6 – sort tastes according to sourness, sweetness, bitterness, saltiness. 2.K.7 – Sort objects according to hardness, softness, roughness, smoothness, prickliness. 2.K.10 – Recognize cause and effect relationships. <i>Matter and its Interaction</i> 4.K.2 – Describe the changes in matter caused by changes in temperature. <i>Forces of Nature</i> 5.K.1 – Demonstrate that things fall toward the ground and relate that to gravity.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
SCIENCE Standard 9: Explore characteristics of living things.	1. Introduces and explores natural things found in the environment (bugs, caterpillars, toads/tadpoles in puddles; sleeping grass, tangantangan in pods /coconut seeds sprouting, roots, flowers in fruit trees) 2. Identifies similarities, differences, and categories of plants and animals, as well as appearances, behaviors, and habitats (acts out the behaviors of different animals in dramatic play). 3. Asks questions about growth and change in plants and animals (changes in the garden, life cycle of classroom pets, caterpillar changing into a butterfly).	<u>SCIENCE</u> <i>Living Organisms</i> 3.K.1 – Describe characteristics of animals. 3.K.2 – Describe similarities and differences of animals. 3.K.3 – Describe characteristics of plants. 3.K.4 – Describe similarities and differences of plants. 3.K.7 – Describe how babies and young are like their parents.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

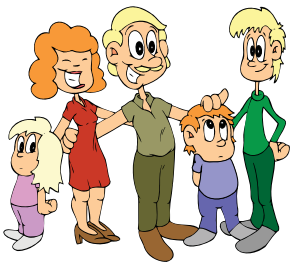
CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
SCIENCE Standard 10: Learn about the earth and sky.	1. Investigates the properties of rocks, dirt, sand, shells, and water. 2. Talks about and/or draws observations of the characteristics and movement of shadows and the sun, moon, stars, and clouds; movement of a pandanus tree. 3. Observes and discusses changes in the environment including weather – hot, rainy, windy, typhoon. 4. Describes environmental changes such as waterfalls gushing or drying up, erosion, high and low tides, volcanic eruptions, tropical storms, "typhooning", and earthquakes.	<u>SCIENCE</u> <i>Science as Inquiry</i> 1.K.1 – Describe characteristics of objects. <i>Matter and its Interactions</i> 4.K.2 – Describe the changes in matter caused by changes in temperature. <i>Forces that Shape the Earth</i> 8.K.2 – Describe the weather. 8.K.5 – Demonstrate knowledge of natural habitats and ecosystems. <i>Space/Astronomy</i> 10.K.2 – Observe and record natural cycles, such as day/night, sunrise/sunset, rainy/dry season, etc. and relate them to activities in one's life.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
SCIENCE Standard 11: <i>Have a variety of educational experiences that involve technology.</i>	1. Pretends to use everyday technology in play (pretends to use a computer, uses a block as a cell phone, bakes play dough in a toy oven; pretends to drive). 2. Uses real technology with guidance (help child with wheelchair/communication board, computer, tape player, telephone, Easy-Bake Oven).	SCIENCE <i>The Nature of Technology</i> 11.K.1 – Build items using simple tools and materials. 11.K.2 – Discuss problems in the design of objects made and suggest how to make it better. 11.K.3 – Discuss and predict how the design flows and solutions can affect others. SOCIAL STUDIES <i>Technology</i> 6.A.K.1 – Identify examples of technology used in the home. 6.A.K.4 – List ways in which technology meets the needs of the family. 6.B.K.1 – Identify examples of technology used in the school. 6.B.K.2 – Describe how technology helps accomplish specific tasks at school. 6.B.K.3 – Describe how school might be different without modern technology. 6.B.K.4 – List ways in which technology assists education at school. 6.C.K.1 – Identify examples of technology used in the community. 6.C.K.2 – Describe how technology helps accomplish specific tasks on Guam. 6.C.K.3 – Describe how the community might be different without modern technology. 6.C.K.4 – List ways in which technology meets people’s needs.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
SOCIAL STUDIES Standard 12: Learn about self and others.	1. Tells what is the same and different among people, such as height, hair color, eye color, skin color, language, etc. 2. Uses dramatic play to understand different roles. (<i>I'm the mom. You're the dad.</i>) 3. Uses art to express different characteristics of self and others. (<i>Biggest one is mom with the long hair; Dad is medium sized and no hair; the smallest one is the baby.</i>) 4. Discusses how families are the same or different from their classmates (<i>I have two dads; I don't have a dad but I have a papa.</i>)	<u>SOCIAL STUDIES</u> Culture I.A.K.1 – Identify family members. I.A.K.2 – State the role of each family member. I.A.K.3 – Participate in family activities. I.A.K.4 – Show respect for self and each family member and his/her property. I.A.K.5 – Identify family customs and traditions and explain their importance. I.B.K.1 – Identify school staff directly related to student: teacher, principal, vice-principal, counselor, etc. I.B.K.5 – Show respect for self, teacher, and classmates, and their property.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
SOCIAL STUDIES Standard 13: Know and accept their own culture and others.	1. Discusses family practices and traditions related to culture. (Respect your elders – "mangenge"- bringing elder's hand to a younger person's nose or forehead; <i>I call my grandma "nana" and you call yours "lola."</i>) 2. Shares stories from different cultures (discusses the story of Sirena from Guam). 3. Tells how different practices identify with a family's culture [kelaguen (spicy chopped chicken) for Guam; lumpia (Chinese spring rolls) for Philippines; fafa (soft sweet taro) for Kosrae].	<u>SOCIAL STUDIES</u> <i>Culture</i> 1.A.K.1 – Identify family members. 1.A.K.2 – State the role of each family member. 1.A.K.3 – Participate in family activities. 1.A.K.4 – Show respect for self and each family member and his/her property. 1.A.K.5 – Identify family customs and traditions and explain their importance. 1.B.K.1 – Identify school staff directly related to student: teacher, principal, vice-principal, counselor, etc. 1.B.K.5 – Show respect for self, teacher, and classmates, and their property. <i>History</i> 2.A.K.1 – Tell own age. 2.A.K.2 – Recognize in chronological order birthdays with family members by months and years. 2.A.K.3 – Place events in chronological order.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
SOCIAL STUDIES Standard 14: Know how things, people and places change over time.	1. Explains the growth process, how they are similar or different (<i>I used to drink from my mommy's susu (breastfed) but now I use a cup; I used to wear pampers but now I wear panties</i>); (<i>He's a grandpa, 'cause he has white hair</i>). 2. Talks about events that happened or will happen - yesterday, today, and tomorrow (<i>We are having a birthday party at lunch time today; Yesterday we went walking; Today is Friday, there's no school tomorrow.</i>) 3. Discusses how events yesterday or today might affect tomorrow's activities. (<i>There's no water today, so we have to go home early; The typhoon broke all the playground toys so we cannot play with them when we go outside.</i>)	<u>SOCIAL STUDIES</u> <i>History</i> 2.A.K.2 – Recognize in chronological order birthdays with family member by months and years. 2.A.K.3 – Place events in chronological order.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
SOCIAL STUDIES Standard 15: Find out why people need things (goods) and how they depend on each other for help (services).	1. Identifies jobs at school and home (<i>Today's my day to be the light switcher; clean the table; stack the chairs, put the crayons away. I water the plants at home and feed my pet.</i>) 2. Talks about things that everyone needs (food, water, shelter, protection, and clothing). 3. Shows awareness that people's jobs are important for our needs (pretends to be a teacher, doctor, policeman, or fire fighter in dramatic play or in drawings). 4. Talks about ways that people get the things they need (buys things with money, plants food, makes clothes). 5. Demonstrates awareness of money and how it is used (plays store and uses slips of paper to pretend to buy things, talks about needing money to buy something).	SOCIAL STUDIES <i>Family</i> 4.A.K.1 – Recognize people in authority at home. 4.A.K.2 – Explain the purpose of rules in the home. 4.A.K.3 – Explain how rules are enforced at home. <i>School</i> 4.B.K.1 – Recognize people in authority at school. 4.B.K.2 – Explain the purpose of rules at school. 4.B.K.3 – Explain how classroom and school rules are enforced. <i>Community</i> 4.C.K.1 – Recognize people in authority in the community. 4.C.K.2 – Explain the purpose of laws in the community. 4.C.K.3 – Explain how laws are enforced. MATHEMATICS <i>Number Sense and Operations</i> 1.K.4 – Explain number meaning through real world experiences and manipulatives.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

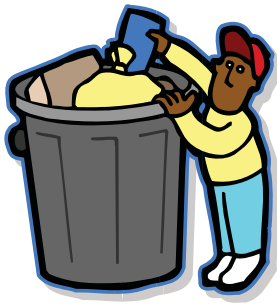
CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
SOCIAL STUDIES Standard 16: Understand what people need to do to work and live together in a community.	1. Demonstrates awareness that everyone deserves to learn, be safe, respected and listened to (waits for his/her turn, protects other children, tells a trusted adult when someone is hurt or treated inappropriately). 2. Participates in creating/ following rules to ensure that everyone is safe, respected, and listened to. 3. Identifies the role of authority (leaders) and what leaders do. 4. Participates in group decision making (voting for the name of the class rabbit or turtle).	SOCIAL STUDIES <i>Culture</i> 1.A.K.4 – Show respect for self and each family member and his/ her property. 1.B.K.1 – Identify school staff directly related to student: teacher, principal, vice-principal, counselor, etc. 1.B.K.2 – State the roles of the school staff. 1.B.K.3 – Repeat, recite, and obey classroom and school rules. 1.B.K.4 – Participate in school activities. 1.B.K.5 – Show respect for self, teacher, and classmates, and their property. 1.C.K.3 – Repeat, recite, and obey community rules. 1.C.K.5 – Show respect for self and others and property. <i>Government</i> 4.A.K.1 – Recognize people in authority at home. 4.A.K.2 – Explain the purpose of rules in the home. 4.A.K.3 – Explain how rules are enforced at home. 4.B.K.1 – Recognize people in authority at school. 4.B.K.2 – Explain the purpose of rules at school. 4.B.K.3 – Explain how classroom and school rules are enforced. 4.C.K.1 – Recognize people in authority in the community.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
SOCIAL STUDIES Standard 17: <i>Develop awareness of where they live and location of places or things.</i>	1. Tells the distance of objects and how they are related to one another (<i>The blocks are next to the puzzles; the playground is outside next to the trees</i>). 2. Describes and/or draws different things in the environment (draws and talks about the trees, beach, flowers, McDonald's). 3. Uses blocks, clay or other materials to make things (models) in the environment (build a house, tree, mall, Chamoru village). 4. Creates a simple map of the home, classroom, school or neighborhood.	<u>SOCIAL STUDIES</u> <i>Geography</i> 3.B.K.2 – Identify the physical characteristics of places. 3.B.K.3 – Use terms to describe relative locations. 3.B.K.4 – Locate places on the school campus and describe their relative locations. 3.C.K.1 – Locate important places within their own village.



COGNITIVE DEVELOPMENT

MATH (NUMERACY), SCIENCE, SOCIAL STUDIES

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
SOCIAL STUDIES Standard 18: <i>Develop awareness of the natural environment and how it can be protected.</i>	1. Demonstrates respect for the place we live in (throws trash in the trash bag, picks up trash, saves paper, cans, and bottles to be recycled). 2. Uses blocks, clay or other materials to make things (models) in the environment (builds a house, tree, mall, Chamoru village). 3. Talks about how people can take care of, or harm the environment (talks about not throwing things in the ocean because it might harm the reef, fish, and sea creatures/animals; does not pick up shells on the beach; does not throw trash on the side of the road).	<u>SCIENCE</u> <i>Forces that Shape the Earth</i> 8.K.3 – Describe the difference between fresh water and the ocean. 8.K.4 – Discuss the importance of water. 8.K.5 – Demonstrate knowledge of natural habitats and ecosystems. <i>Ecology</i> 9.K.1 – Investigate and demonstrate knowledge of the habitats of local plants and animals. 9.K.3 – Discuss conservation, preservation, and recycling. 9.K.4 – Describe the purpose of recycling.

IV. COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY





COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

Children will interact and grow in an environment that is rich in language and that allows them to enhance their communication skills. It is important for children to learn language and practice communication skills so they can express themselves in different ways in various settings for different purposes. Children increase their language and communication skills by engaging in meaningful experiences where they are free to express their ideas, feelings, and thoughts effectively. They should be allowed to communicate both verbally and non-verbally.

Teachers, providers, and caregivers should respect and incorporate the rich diversity of children who may come from different cultural backgrounds and who may speak languages other than English, while ensuring they get a good foundation of the English language. This is important so children can communicate effectively with others in their home community and preschool setting.

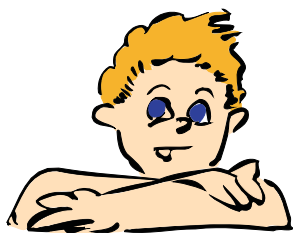
Children should be provided a foundation rich in literacy to ensure they are prepared for Kindergarten. Preschool settings should utilize the abundance of materials, activities, and resources available for nourishing literacy in young children.





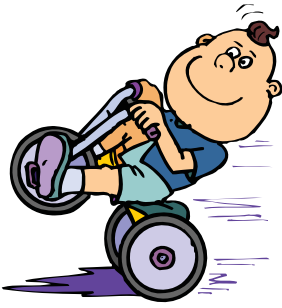
COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 1: Use language in a variety of ways.	<i>Uses spoken language to:</i> 1. Tell a story or relate an experience (<i>I went to the party last night and....; We went to the beach last weekend...; We went to the movies...</i>). 2. Talk about thoughts, feelings, and opinions (<i>I'm sad because my mom didn't want me to bring my video; Jose' was crying because he fell; I don't like that book, can we read this one?</i>). 3. Ask questions (<i>Why do we have to do this? Why is Mary wearing glasses? Why is Johnny's hair yellow? How come you look like that?</i>). 4. Communicate in an clear and understandable manner.	<u>LANGUAGE ARTS</u> <i>Listening and Speaking</i> 4.A.K.1 – Understand and follow one and two-step oral directions. 4.A.K.2 – Share information and ideas, speaking audibly in complete, coherent sentences. <i>Comprehension and Analysis</i> 1.B.K.3 – Connect to life experiences the information and events in texts. 1.B.K.4 – Retell familiar stories. 1.B.K.5 – Ask and answer questions about essential elements of text.



COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 2: <i>Listen and understand different ways people speak and communicate.</i>	1. Tells what happened in a story that was told or read aloud. 2. Shows that they are actively listening (nodding head, says 'okay', uses eye contact, smiles). 3. Explains things that happened in the past (<i>The typhoon came last year and blew all the trees down</i>). 4. Uses gestures/movements and facial expressions (waving arm to come, folding arms and frowns, grabs another child by the hand to play, pushes another child away because child wants to be alone). 5. Follows simple directions. 6. Shares information and ideas using words and actions.	<u>LANGUAGE ARTS</u> <i>Listening and Speaking</i> 4.A.K.1 – Understand and follow one and two-step oral directions. 4.A.K.2 – Share information and ideas, speaking audibly in complete, coherent sentences.



COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 3: Gradually produces more vocabulary and correct sentence structure.	1. Uses a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary – the big ball, the soft bear, the cheese pizza). 2. Uses a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure) (<i>The ball is big and red; I want to eat my pizza now; I want to ride the blue bike</i>). <i>Simple</i> _____ <i>More Complex</i> <i>Off the light.</i> <i>Turn off the light.</i> <i>Up!</i> <i>Can you pick me up?</i> <i>Come!</i> <i>Come and play with me.</i> <i>Eat, eat!</i> <i>I want to eat.</i>	<u>LANGUAGE ARTS</u> <i>Written and Oral English Language Conventions</i> 3.K.1 – Recognize and use complete, coherent sentences when speaking.



COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 4: Recognize and use symbols.	1. Uses toys as symbols in play (pretend block is a telephone, makes a sandwich out of leaves). 2. Identifies picture symbols in the environment (labels on the chairs, cubby holes, doors). 3. Identifies symbols in the environment (recognizes the “M” for McDonald’s or “K” for K-Mart).	LANGUAGE ARTS I.A.K.17 – Identify and sort common words from within basic categories. I.A.K.18 – Describe common objects and events in both general and specific language. I.B.K.2 – Use pictures and context to make predictions about story content. I.B.K.3 – Connect to life experiences the information and events in texts. I.B.K.4 – Retell familiar stories. I.B.K.5 – Ask and answer questions about essential elements of text.
Standard 5: Enjoy and understand books.	1. Demonstrates interest in books and stories read aloud. 2. Chooses to look at books and pretends to read a book. 3. Participates in book reading (repeats phrase or gestures when appropriate). 4. Responds and makes connections to story events and characters by relating personal feelings and experiences (<i>I have a dog like Clifford...</i>). 5. Shows awareness and appreciation of the different parts of literature (plot, story, character, language).	LANGUAGE ARTS I.A.K.1 – Identify the front cover, back cover, and title page of a book. I.A.K.2 – Follow words from left-to-right and top-to-bottom on the printed page.



COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 6: Show interest in writing.	1. Draws, scribbles, and pretends to write (Traces letters, words, and pictures). 2. Asks how to write a word or a letter (<i>Can you write my name?</i>). 3. Asks adult to write what he/she says (<i>Teacher, can you write a story about my picture?</i>).	<u>LANGUAGE ARTS</u> <i>Writing</i> 2.A.K.3 – Write by moving from left-to-right and top-to-bottom.
Standard 7: Understand that print has meaning.	1. Begins to demonstrate understanding of the concept of a letter (makes up a word), a word (several letters separated by white space), a sentence (several words put together make a sentence). 2. Uses symbols, scribbles, and letter-like forms to express ideas or words.	<u>LANGUAGE ARTS</u> <i>Reading</i> 1.B.K.2 – Use pictures and context to make predictions about story content.



COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
Standard 8: Acquire emergent literacy skills (pre-reading and pre-writing skills) while exploring print in books and the environment.	1. Begins to read familiar, meaningful print in the environment such as labels and personal names [safety signs (stop, exit), girls and boys bathroom signs, street signs where their house is]. 2. Pretends to read familiar books. 3. Begins to hear and discriminates rhyming sounds, beginning consonant sounds, and syllables. 4. Matches some letters with their sounds. 5. Holds a book correctly (turns pages from right to left, and reads from front to back, top to bottom, left to right).	<u>LANGUAGE ARTS</u> <i>Reading</i> I.A.K.1 – Identify the front cover, back cover, and title page of a book. I.A.K.2- Follow words from left-to-right and top-to-bottom on the printed page. I.A.K.3 – Explain that printed materials provide information.

V. CREATIVE DEVELOPMENT





CREATIVE DEVELOPMENT

CREATIVE DEVELOPMENT

Children should be given the opportunity to express their creativity through a variety of ways such as art or expressive movement. Appreciating the arts and the creativity of children is essential to child development. The arts provide children with another way to organize and express their ideas and feelings. Music, movement, drama, and visual arts stimulate children to use words, manipulate tools and media and solve problems in ways that communicate meaning and are pleasing (Rhode Island Early Learning Standards, 2003).

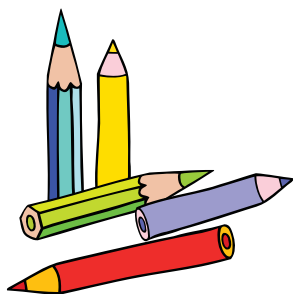
Children communicate in ways that are unique to them through the usage of words, sounds, colors, forms, and movement, which may reflect their learning styles. According to the *Rhode Island Early Learning Standards*, in an environment that fosters the arts, children learn to appreciate the contributions of other children and the works of others that reflect different experiences, cultures, and views.





CREATIVE DEVELOPMENT

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
VISUAL ART Standard 1: Create and express themselves through a variety of art experiences.	1. Explores and experiments with a variety of materials (paint, chalk, crayon, pencils, clay, collage, wood, etc.) 2. Begins to select different art materials to express thoughts and ideas. 3. Uses art materials to explore and express moods and feelings (Paints a picture of a beloved pet or family member). 4. Uses art materials to explore and expand topics being studied in the classroom (draws something that was seen on a field trip).	<u>VISUAL AND PERFORMING ARTS</u> <i>Media Techniques and Process</i> I.A.K.1 – Experience the discovery of various media. I.A.K.2 – Create images using a variety of media. I.A.K.3 – Identify and explore primary colors. <i>Elements and Principles of Art</i> I.B.K.1 – Identify natural and man-made shapes. <i>Subject Matter, Symbols and Ideas</i> I.C.K.1 – Create art work that expresses various needs, emotions, ideas, and values through the use of visual images. I.C.K.2 – Use imagination, create something unique and original. <i>Multi-Culture-Cultural Art and Art History</i> I.D.K.1 – Explore various cultures and their art. I.D.K.2 – Create art influences by various cultures. <i>Reflection and Assessment of Art</i> I.E.K.1 – Talk and tell a story about own artwork. I.E.K.2 – Discuss peers’ artwork.



CREATIVE DEVELOPMENT

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
VISUAL ART Standard 2: Begin to learn the basics about art.	1. Uses art elements (line, form, value, texture, design, and pattern). 2. Identifies a variety of colors and shapes. (<i>My crayon is brown. The windows are square; The clock is a circle.</i>) 3. Talks about art work (<i>This is blue because it's the water; I made lots of circles like a typhoon</i>).	<u>VISUAL AND PERFORMING ARTS</u> <i>Media Techniques and Process</i> I.A.K.1 – Experience the discovery of various media. I.A.K.2 – Create images using a variety of media. I.A.K.3 – Identify and explore primary colors. <i>Elements and Principles of Art</i> I.B.K.1 – Identify natural and man-made shapes. <i>Subject Matter, Symbols and Ideas</i> I.C.K.1 – Create art work that expresses various needs, emotions, ideas, and values through the use of visual images. I.C.K.2 – Use imagination, create something unique and original. <i>Reflection and Assessment of Art</i> I.E.K.1 – Talk and tell a story about own artwork. I.E.K.2 – Discuss peers' artwork.
MUSIC Standard 3: Begin to learn the basics about music.	1. Participates in musical experiences that may include singing, games, and using musical instruments. 2. Sings songs, makes, or listens to music on his/her own. 3. Shows awareness of musical elements such as tempo, rhythm, pitch, and dynamics (sings softly, plays rhythm sticks quickly, claps hands to beat.).	VISUAL AND PERFORMING ARTS <i>Singing Along with Others, a Varied Repertoire of Music</i> 2.A.K.1 – Attempt singing on pitch, in rhythm, and maintain a steady tempo. 2.A.K.2 – Sing fast and slow tempos, maintaining singing softly or loudly to express feeling or ideas.



CREATIVE DEVELOPMENT

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
MUSIC Standard 4: Create and express themselves through a variety of musical experiences.	1. Expresses emotions through music using body motions and props (scarves, ribbons, hats, bells, etc.). 2. Explores and plays a variety of rhythm instruments including those used in different cultures (bamboo sticks, coconut shells).	VISUAL AND PERFORMING ARTS <i>Singing Along with Others, a Varied Repertoire of Music</i> 2.A.K.1 – Attempt singing on pitch, in rhythm, and maintain a steady tempo. 2.A.K.2 – Sing fast and slow tempos, maintaining singing softly or loudly to express feeling or ideas. <i>Performing on Instruments, Alone and With Others, a Varied Repertoire</i> 2.B.K.1 – Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo. 2.B.K.2 – Perform easy rhythmic and melodic patterns accurately and independently. 2.B.K.3 – Perform expressively a varied repertoire. 2.B.K.4 – Echo short rhythms and melodic patterns. 2.B.K.5 – Create appropriate rhythm patterns and ostinatos to accompany simple melodies. <i>Understanding the Relationship Between Music, History, and Culture</i> 2.I.K.1 – Identify various uses of music in daily experience and describe the characteristics that make certain music suitable for each use.



CREATIVE DEVELOPMENT

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
CREATIVE MOVEMENT AND DRAMA Standard 5: Begin to learn the basics about movement.	1. Responds to music through rhythmic body movements (clapping, stomping, etc.). 2. Participates in guided movement activities such as moving at different positions with different amounts of force (stomping, tiptoeing; squatting, standing, stretching, reaching, etc.) at different speeds (fast or slow).	<u>VISUAL AND PERFORMING ARTS</u> <i>Identify and Demonstrate Movement Elements and Skills in Performing Dance</i> 3.A.K.1 - Demonstrate movements such as bend, twist, stretch, swing. 3.A.K.2 – Demonstrate eight basic movements; walk, run, hop, jump, leap, gallop, slide and skip, traveling forward, backward, side-ward, diagonally, and turning. 3.A.K.3 – Demonstrate moving to a musical beat and responding to changes in tempo. 3.B.K.1 – Improve, create and perform dances based on own ideas and concepts from other sources. 3.B.K.2 – Use improvisation to discover and invent movement and to solve movement problems. <i>Understanding Choreographic Principles, Process, and Structures</i> 3.B.K.4 – Demonstrate the following partner skills: mirroring, leading and following.

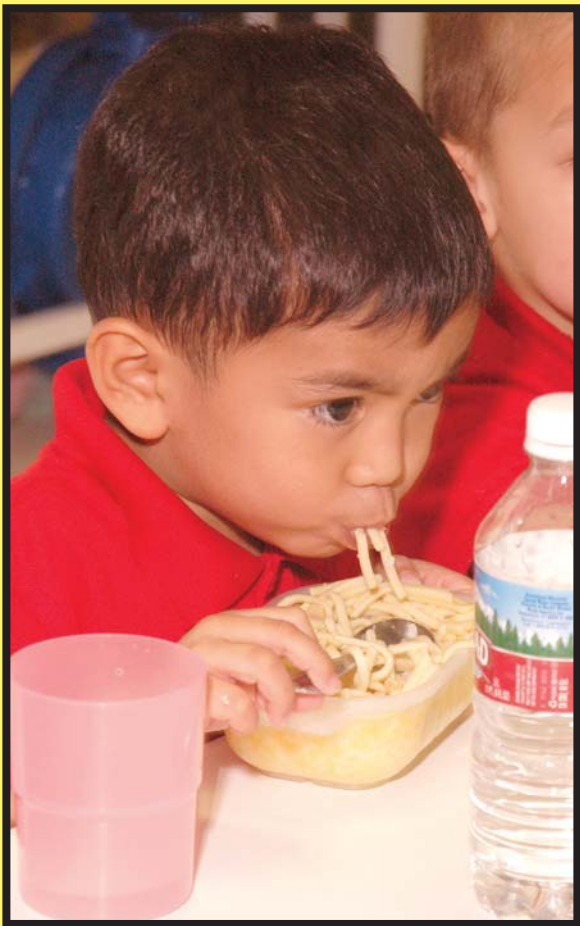


CREATIVE DEVELOPMENT

CONTENT STANDARDS Preschool programs provide children with opportunities to:	PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	GPSS CONTENT STANDARDS (4 to 5 year olds)
AESTHETIC APPRECIATION Standard 6: Develop appreciation for natural and cultural beauty.	1. Demonstrates appreciation for the beauty in cultural artifacts and communication (either spoken or unspoken), (latte stones, shells, carvings, woven baskets, etc.).	<u>VISUAL AND PERFORMING ARTS</u> <i>Multi-culture-Cultural Art and Art History</i> I.D.K.1 – Explore various cultures and their art. I.D.K.2 – Create art influences by various cultures.
Standard 7: Develop appreciation for visual and performing arts.	1. Looks at and responds to works of visual art (talks about a painting). 2. Listens and responds to different kinds of music. 3. Shows an aesthetic response to music through movement/ dance. 4. Shows a developing appreciation for visual and performing arts (asks to hear a favorite song replayed).	<u>VISUAL AND PERFORMING ARTS</u> <i>Reflection and Assessment of Art</i> I.E.K.1 – Talk and tell a story about own artwork. I.E.K.2 – Discuss peers' artwork. <i>Identify and Demonstrate Movement Elements and Skills in Performing Dance</i> 3.A.K.1 – Demonstrate movements such as bend, twist, stretch, swing. 3.A.K.2- Demonstrate eight basic movements; walk run, hop, jump, leap, gallop, slide and skip, traveling forward, backward, side-ward, diagonally, and turning. <i>Understanding Dance as a Way to Create and Communicate Meaning</i> 3.C.K.1 – Take an active role in class discussion about interpretations of and reactions to a dance. 3.C.K.2 – Present own dances to peers and discuss their meanings with competence and confidence.

VI. APPENDICES





ADAPTATIONS, MODIFICATIONS & ACCOMMODATIONS

All children need a natural environment that continues to invite them to explore and keep learning. These natural environments are the home, child care center and other places open to all children with or without disabilities. For children who have special needs, the environment may need to be changed so that it is easy to join the activities. Changes, called *adaptations*, *accommodations*, and *modifications*, may need to be made to playrooms, materials, people, activities, and other elements that affect the learning environment. *Accommodations* are different ways for children to receive information and communicate their understanding back to us in a way that is easy and comfortable for them to do. For example, a child who is hearing impaired could use simple sign language, while a child who has low vision will need sensory items to touch and explore. *Modifications* are adjustments made to an activity to make things easier for a child to understand and be able to do an activity. An example could be providing a quieter environment with soft lighting for a young child who takes longer to focus and play because of bright lights and many activities going on at the same time.

Before any changes are made, it is important to be aware of the specific needs of each child. Every child is different. This means that even if two children have the same disability, interests and needs may not be identical. For young children, birth to three years, who are eligible for early intervention services, an Individualized Family Services Plan (IFSP) is developed by a team of professionals and the family. Appropriate interventions are determined, based on the IFSP which includes goals, timelines, strategies and resources to help young children with disabilities meet the same expectations as children without disabilities. Families and caregivers will need to refer to a child's IFSP to help direct their routines, daily schedule and special events to maintain that natural curiosity and desire to learn.



ASSESSMENTS

The Guam Early Learning Guidelines (GELG) provide **guidance** for child caregivers to understand the development of young children so that appropriate strategies are planned and implemented to help them play, learn, and grow. The GELG, however, is NOT an assessment tool.

Then, how do child care providers know that learning is taking place at the right time and pace? Information is needed to continue planning and providing activities that are just right for the interest, age, abilities, diverse and special needs of young children so that learning continues. This section on ASSESSMENT addresses keeping track of how children are growing and learning. The following discussion is adapted from The Creative Curriculum® for Preschool, 4th edition I, and A Teacher's Guide to Using The Creative Curriculum® Developmental Continuum Assessment System². Guam Head Start is currently using this assessment system to document progress of children who are three to five-years-old. GELG recommends that programs throughout Guam use the same assessment system so teachers can record children's development and plan for individual children and the group.

1st Step: PLAN FOR ASSESSMENT

1. Be familiar with the five Developmental Domains in the "Guam Early Learning Guidelines (GELG) for Children Three to Five Years" and with The Creative Curriculum Developmental Continuum for Ages 3–5.
2. Set up a way to observe, record, and organize notes about how children are learning.
3. Plan and prepare portfolios for each child so that each one has a record of samples showing growth.

2nd step: COLLECT FACTS

1. Keep the goals and objectives of The Creative Curriculum in mind while you are observing children.
2. Write what you see and hear. Be objective. Avoid words like shy, sloppy, or smart that tell what we think and not what may be true or correct. The following are examples of being objective and subjective.

Subjective (with judgment): James was really naughty. He spilled water on purpose and then started laughing. He looked at the other children, said sorry and kept on spilling water.

Objective (no judgment): James was playing with cups at the water table. He filled up an empty cup with water and began to pour it into another cup. James was giggling as he was pouring. Some water fell on the other children's shoes. James looked at the other children, said "sorry" and slowed down as he continued pouring water.

3. Collect children's work. Choose or let the child choose a variety of work samples. Collect similar items over time so that you can see child progress. You can collect samples of any of the following:

- An art or writing sample,
- A photo of a completed piece of work like a block structure, or a clay model
- A photo of interaction with other children
- A recording of a song or finger play

Record the date on each sample. Write an objective comment about the child's work or ask the child to tell something about the work.

3rd step: ANALYZE AND EVALUATE FACTS

1. Sort your observation notes for each child by developmental area.
2. Using the goals and objectives of The Creative Curriculum, decide which objectives apply to each observation, and jot down the numbers.
3. Evaluate the child's work. Review the notes and portfolio. Decide what developmental step each child has reached on all 50 objectives.
4. Record each child's progress on the Individual Child Profile at 3 specified checkpoints each year. Use the Class Summary Worksheet to track new information between checkpoints.

4th step: PLAN FOR EACH CHILD AND THE GROUP

1. Plan for each child.

- Summarize each child's progress by completing the Child Progress and Planning Report for each child.
- Meet with families, share the information from the Child Progress and Planning Report and ask families to assist with the "Next Steps."
- Implement the "Next Steps" and continue to observe, record your observations and collect new portfolio samples.

2. Plan for the group.

- Take time to reflect on the group's progress. Refer to the Class Summary Worksheet for a quick group overview.
- Think about where and when to teach skills in the interest areas and during large- and small-group activities.
- Incorporate your ideas into the Weekly Planning Form.
- Make accommodations for children who have different or special needs.
- Implement the planned activities and observe how the children respond. Record your observations.

5th step: REPORT ON CHILDREN'S PROGRESS

1. Maintain a record of each child's progress using forms purchased by your program. (Sample forms from The Creative Curriculum Developmental Continuum Assessment System are attached.)
2. Use the information on the forms to plan new learning activities.

CONTINUE STEPS 2–5 THROUGHOUT THE YEAR.

REFERENCES

1. From The Creative Curriculum® for Preschool, 4th ed, by D. T. Dodge, L. J. Colker, and C. Heroman, (pp. 167–168, 200–208), 2002, Washington, DC: Teaching Strategies, Inc. Copyright 2002 by Teaching Strategies, Inc. Adapted with permission.
2. From A Teacher's Guide to Using The Creative Curriculum® Developmental Continuum Assessment System, by D. T. Dodge, L. J. Colker, and C. Heroman, (pp. ix, 24–28, 30–38), 2001, Washington, DC: Teaching Strategies, Inc. Copyright 2001 by Teaching Strategies, Inc. Adapted with permission.

SAMPLE FORMS

Reprinted and adapted from *The Creative Curriculum®
Developmental Continuum Assessment Toolkit for Ages 3-5*

Linking Curriculum and Assessment—The Ongoing Cycle

Planning for Assessment

- Become familiar with *The Creative Curriculum® Developmental Continuum*
- Set up a systematic way to observe, document, and organize your notes
- Set up a portfolio for each child

1. Collecting Facts

Observe and document children's learning

- Observe children with curriculum objectives in mind
- Document what you see and hear
- Collect samples of children's work over time for portfolios

2. Analyzing & Evaluating Facts

Analyze facts

- Sort observation notes by developmental area for each child
- Label each note and work sample with the number of each objective that applies to the observation

Evaluate children's progress

- Review observation notes and portfolio items
- Use the *Developmental Continuum* to identify what step each child has reached for each of the 50 objectives
- Use the *Class Summary Worksheet* to keep track of children's progress from checkpoint to checkpoint
- Enter information on the *Individual Child Profile* at each checkpoint

3. Planning for Each Child & the Group

Plan for each child

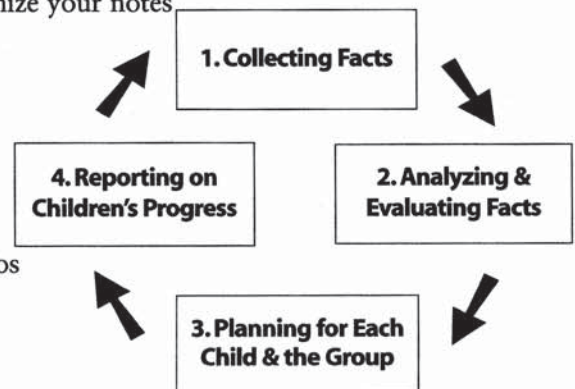
- Summarize each child's progress on the *Child Progress and Planning Report*
- Meet with families to share information and jointly plan next steps
- Implement your plan and continue to observe the child's progress

Plan for the group

- Reflect on the progress of your group based on the *Class Summary Worksheet*
- Decide which objectives to target for the whole group and for selected children
- Plan strategies to support children's learning—whole group, small group activities
- Implement your plan and continue to observe children's progress

4. Reporting on Children's Progress

- Generate reports as needed
- Identify aspects of the program that need strengthening and develop a program improvement plan



SOCIAL/EMOTIONAL DEVELOPMENT

SENSE OF SELF

CHECKPOINT

1. Shows ability to adjust to new situations	F	W	S
Forerunner examples:			
I Treats arrival and departure as routine parts of the day			
II Accepts changes in daily schedule and routines			
III Functions with increasing independence in school			
2. Demonstrates appropriate trust in adults	F	W	S
Forerunner examples:			
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)			
3. Recognizes own feelings and manages them appropriately	F	W	S
Forerunner examples:			
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	F	W	S
Forerunner examples:			
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			

RESPONSIBILITY FOR SELF AND OTHERS

CHECKPOINT

5. Demonstrates self-direction and independence	F	W	S
Forerunner examples:			
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			
6. Takes responsibility for own well-being	F	W	S
Forerunner examples:			
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			
7. Respects and cares for classroom environment and materials	F	W	S
Forerunner examples:			
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			

SOCIAL/EMOTIONAL DEVELOPMENT																												
Sense of Self												Responsibility of Self and Others																
1. Shows ability to adjust to new situations			2. Demonstrates appropriate trust in adults.			3. Recognizes own feelings and manages them appropriately			4. Stands up for rights			5. Demonstrates self-direction and independence			6. Takes responsibility for own well-being			7. Respects and cares for classroom environment and materials			8. Follows classroom routines			9. Follows classroom rules				
F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	
CHILDREN	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III	F	I	II	III
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CHECKPOINT TOTALS																												
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Winter*																												
Spring*																												

*Fill in the box with the color you are using for each checkpoint

The Creative Curriculum®

Child Progress and Planning Report

Child's Name: _____ Date: _____

Teacher(s): _____ Family Member(s): _____

Summary of Developmental Progress:

SOCIAL EMOTIONAL Sense of Self, Responsibility for Self and Others; Prosocial Behavior	COGNITIVE Learning and Problem Solving; Logical Thinking; Representation and Symbolic Thinking
PHYSICAL Gross Motor, Fine Motor	LANGUAGE Listening and Speaking; Reading and Writing
FAMILY COMMENTS AND OBSERVATIONS:	NEXT STEPS AT SCHOOL AND AT HOME:

Teacher(s) Signature: _____

Family Member(s) Signature: _____

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Alignment of the Guam Early Learning Guidelines for Young Children Ages Three to Five With the Goals and Objectives of The Creative Curriculum® for Preschool

The Creative Curriculum for Preschool is a comprehensive curriculum that guides teachers in designing a preschool program in which children learn important skills and content, and develop social competence. *The Creative 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 teachers how to 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*, based on *The Creative Curriculum Developmental Continuum for Ages 3–5*.

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

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PHYSICAL DEVELOPMENT AND HEALTH & SAFETY		
Standard 1: Develop health awareness and skills.	Chapter 2: “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92; “The Daily Schedule,” pp. 92–97 Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 14: “Cooking,” pp. 443–469	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 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
Standard 2: Learn, acquire and follow basic self-help and safety rules.	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 11: “Take-Aparts and Safety,” p. 390 Chapter 14: “Special Health and Safety Considerations in the Cooking Area,” pp. 450–452 Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518	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
Standard 3: Develop strength and coordination of small muscles.	Chapter 1: “Physical Development: Fine Motor,” p. 20 Sections in all Interest Area chapters: “How ____ Promotes Development: Physical Development;” “Connecting ____ With Curriculum Objectives: Physical Development”	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

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Standard 4: Develop strength and coordination of large muscles.	Chapter 1: “Physical Development: Gross Motor,” p. 20 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; “Basic Outdoor Spaces and Equipment,” pp. 496–504; “Open Spaces for Games, Building, and Pretend Play,” pp. 502–503; “Adaptations for Children With Special Needs,” pp. 505 (illus.), 510	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
SELF-CONCEPT AND SOCIAL-EMOTIONAL DEVELOPMENT		
Standard 1: Understand and express feelings appropriately.	Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 2: “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Helping Children to Regain Control,” pp. 121–122 Sections in all Interest Area chapters: “How ____ Promotes Development: Social/Emotional Development,” “Connecting ____ With Curriculum Objectives: Social/Emotional Development”	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

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Standard 2: Continue to develop a sense of self.	Chapter 1: “Social/Emotional Development,” pp. 18–19; “Individual Differences,” pp. 27–41 Chapter 2: “Choice Time,” pp. 87–88; “Validate Children’s Accomplishments and Progress,” pp. 104–105 Section in all Interest Area chapters: “The Teacher’s Role: Interacting With Children in the ____ Area”	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 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
Standard 3: Acquire behaviors and skills expected in different environments.	Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Using a Calendar,” p. 85; “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88; “Transition Times,” pp. 88–89; “Cleanup at Mealtimes,” pp. 90–91; “The Daily Schedule,” pp. 92–97; “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Teacher-Directed Learning,” pp. 174–175; “Asking Children Open-Ended Questions,” pp. 177–178 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252 Chapter 12: “Cleanup in the Sand and Water Area,” p. 420	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 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 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 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

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Standard 4: Ability to interact, develop, and maintain appropriate relationships with others.	Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Creating a Classroom Community,” pp. 102–122, especially “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; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122 Sections in all Interest Area chapters: “How ____ Promotes Development: Social/Emotional Development;” “Connecting ____ With Curriculum Objectives: Social/Emotional Development”	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 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 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

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Standard 5: Take initiative and responsibility for own actions.	Foundation chapter: “Gardner: Multiple Intelligences; pp. 9–11; Smilansky: The Role of Play in Children’s Learning,” pp. 11–13 Chapter 1: “Cognitive Development,” p. 21 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; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Adapting Instruction to Include All Children,” pp. 179–183; “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”	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 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
DRAMATIC/ SYMBOLIC PLAY		
Standard 6: Represent fantasy and real-life experiences through pretend play.	Foundation chapter: “Gardner: Multiple Intelligences”, pp. 9–11; Smilansky: The Role of Play in Children’s Learning,” pp. 8–13 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: Social Studies”	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
Standard 7: Engage in sustained symbolic play with other children.	Foundation chapter: “Gardner: Multiple Intelligences”, pp. 9–11; Smilansky: The Role of Play in Children’s Learning,” pp. 8–13 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: Social Studies”	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play

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COGNITIVE DEVELOPMENT: MATH (NUMERACY), SCIENCE & SOCIAL STUDIES		
MATHEMATICS		
Standard 1: Learn about numbers, numerical representation, and simple numerical operations.	Chapter 1: “Cognitive Development,” p. 21 Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 Sections in all Interest Area chapters: “How ____ Promotes Development: Cognitive Development;” “Connecting ____ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics”	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
Standard 2: Recognize and create patterns and become aware of relationships.	Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Sections in all Interest Area chapters: “How ____ Promotes Development: Cognitive Development;” “Connecting ____ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics”	COGNITIVE DEVELOPMENT—Logical Thinking 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 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 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying

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Standard 3: Develop concepts of shape and space.	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 9: “Art,” pp. 317–349 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 Sections in all Interest Area chapters: “How ____ Promotes Development: Cognitive Development;” “Connecting ____ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics”	COGNITIVE DEVELOPMENT—Logical Thinking 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
Standard 4: Develop and use measurement concepts.	Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 11: “Discovery,” pp. 381–401 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”	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 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
Standard 5: Represent and interpret data.	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162 Chapter 11: “Discovery,” pp. 381–401 Sections in all Interest Area chapters: “How ____ Promotes Development: Cognitive Development;” “Connecting ____ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ____ Area: Mathematics”	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations

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SCIENCE		
Standard 6: Increase sensory awareness.	Chapter 9: “Art,” pp. 317–349 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity - Examines with attention to detail, noticing attributes of objects - Notices and/or asks questions about similarities and differences - Observes attentively and seeks relevant information 23. Approaches problems flexibly - Finds multiple uses for classroom objects - Experiments with materials in new ways when first way doesn’t work - Finds alternative solutions to problems
Standard 7: Engage in scientific inquiry.	Chapter 3: “Science,” pp. 142–145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 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: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity - Examines with attention to detail, noticing attributes of objects - Notices and/or asks questions about similarities and differences - Observes attentively and seeks relevant information 25. Explores cause and effect - Notices and comments on effect - Wonders “what will happen if” and tests out possibilities - Explains plans for testing cause and effect, and tries out ideas
Standard 8: Explore physical properties of the world.	Chapter 3: “Physical Science,” pp. 142–143, 145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity - Examines with attention to detail, noticing attributes of objects - Notices and/or asks questions about similarities and differences - Observes attentively and seeks relevant information 25. Explores cause and effect - Notices and comments on effect - Wonders “what will happen if” and tests out possibilities - Explains plans for testing cause and effect, and tries out ideas

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Standard 9: Explore characteristics of living things.	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 16: “Caring for Living Things,” pp. 500–501; “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information COGNITIVE DEVELOPMENT—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
Standard 10: Learn about the earth and sky.	Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519	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 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 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
Standard 11: Have a variety of educational experiences that involve technology.	Chapter 3: “Technology,” pp. 156–160, especially “Technology Tools,” p. 158, 160 Chapter 11: “Discovery,” pp. 381–401 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Technology ”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play

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SOCIAL STUDIES		
Standard 12: Learn about self and others.	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 5: “Appreciating Family Differences,” pp. 212–213 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373 Sections in all Interest Area chapters: “How ____ Promotes Development: Social/Emotional Development;” “Connecting ____ With Curriculum Objectives: Social/Emotional Development” Section in all Interest Area chapters: “What Children Learn in the ____ Area: Social Studies”	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 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 COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information COGNITIVE DEVELOPMENT—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
Standard 13: Know and accept their own culture and others.	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Holiday Art,” p. 348; “Library,” pp. 351–379	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.
Standard 14: Know how things, people and places change over time.	Chapter 3: “People and the Past,” p. 149, 151; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Social Studies”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information COGNITIVE DEVELOPMENT—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

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Standard 15: Find out why people need things (goods) and how they depend on each other for help (services).	Chapter 2: “A System for Classroom Jobs,” pp. 73–74 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Social Studies”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context COGNITIVE DEVELOPMENT—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
Standard 16: Understand what people need to do to work and live together in a community.	Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “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 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Social Studies”	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 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
Standard 17: Develop awareness of where they live and location of places or things.	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Spaces and Geography,” pp. 146–147, 150 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Social Studies”	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 COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Puts away used materials before starting another activity III. Plans then creates increasingly elaborate representations
Standard 18: Develop awareness of the natural environment and how it can be protected.	Chapter 3: “Earth and the Environment,” pp. 144, 145; “People and the Environment,” pp. 148, 151 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519	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

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COMMUNICATION, LANGUAGE DEVELOPMENT & LITERACY		
Standard 1: Use language in a variety of ways.	Chapter 1: “Language Development,” p. 22 Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Retelling Stories With Children,” p. 373 Sections in all Interest Area chapters: “How ____ Promotes Development: Language Development;” “Connecting ____ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ____ Area: Literacy”	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 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
Standard 2: Listen and understand different ways people speak and communicate.	Chapter 2: “Large-Group Time,” pp. 84–85 Chapter 3: “Comprehension,” pp. 129–130, 133; “People and How They Live,” pp. 147–148, 150 Chapter 4: “Teacher-Directed Learning,” pp. 174–175 Chapter 10: “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373 Sections in all Interest Area chapters: “How ____ Promotes Development: Language Development;” “Connecting ____ With Curriculum Objectives: Language Development”	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 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
Standard 3: Gradually produce more vocabulary and correct sentence structure.	Chapter 1: “Language Development,” p. 22 Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Literacy”	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings

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Standard 4: Recognize and use symbols.	Chapter 2: “Displaying and Labeling Materials,” pp. 65–67 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Recognizing That Written Words Are Symbols,” p. 366	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play 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
Standard 5: Enjoy and understand books.	Chapter 3: “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: “Creating an Environment for the Library Area,” pp. 354–361; “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373; “Listening to Tapes With Children,” p. 374	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
Standard 6: Show interest in writing.	Chapter 9: “Stages in Painting and Drawing,” pp. 337–338 Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Literacy”	PHYSICAL DEVELOPMENT—Fine Motor 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name LANGUAGE DEVELOPMENT—Reading and Writing 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

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Standard 7: Understand that print has meaning.	Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133 Chapter 10: “Understanding How Stories Work,” p. 366; “Understanding the Function and Value of Print,” p. 366; Recognizing That Written Words Are Symbols,” p. 366 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”	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 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 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
Standard 8: Acquire emergent literacy skills (pre-reading and pre-writing skills) while exploring print in books and the environment.	Chapter 2: “Displaying and Labeling Materials,” pp. 65–67 Chapter 3: “Phonological Awareness,” pp. 127–128, 132; “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Process Skills,” pp. 161–162 Chapter 10: “Literacy: Phonological Awareness,” p. 362; “Skills for Engaging With Books,” pp. 365–366; “Interacting With Children in the Library Area,” pp. 370–375; “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373; “Listening to Tapes With Children,” p. 374 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 LANGUAGE DEVELOPMENT—Reading and Writing 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

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CREATIVE DEVELOPMENT		
VISUAL ART		
Standard 1: Create and express themselves through a variety of art experiences.	Chapter 3: “Visual Arts,” p. 154, 155; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ____ Area: The Arts”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context COGNITIVE DEVELOPMENT—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
Standard 2: Begin to learn the basics about art.	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340	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

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MUSIC		
Standard 3: Begin to learn the basics about music.	Chapter 2: “Large-Group Time,” pp. 84–85 Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.
Standard 4: Create and express themselves through a variety of musical experiences.		
CREATIVE MOVEMENT AND DRAMA		
Standard 5: Begin to learn the basics about movement.	Chapter 3: “Dance,” p. 152, 155 Chapter 13: “Music and Movement,” pp. 423–441	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 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
AESTHETIC APPRECIATION		
Standard 6: Develop appreciation for natural and cultural beauty.	Chapter 3: “The Arts,” pp. 152–155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Nurturing Children’s Appreciation of Art,” p. 345 Chapter 9: “Talking With Children About Their Art,” pp. 342–344 Chapter 9: “What is Wrong With Coloring Books and Precut Patterns?” p. 347 Section in all Interest Area chapters: “What Children Learn in the ____ Area: The Arts”	There are no <i>Creative Curriculum®</i> objectives that align directly with this item.
Standard 7: Develop appreciation for visual and performing arts.		

