

**Alignment of the Michigan *Early Childhood Standards of Quality for Prekindergarten* With
The Goals and Objectives of *The Creative Curriculum*[®] *Developmental Continuum for Ages 3–5* and
Related Publications from *The Creative Curriculum*[®] System:**

- ***The Creative Curriculum*[®] *for Preschool***
- ***Literacy: The Creative Curriculum*[®] *Approach***
- ***The Creative Curriculum*[®] *Study Starters***

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 Creative Curriculum Developmental Continuum for Ages 3-5 has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective has three developmental steps showing the expected sequence of development for each objective.

Literacy: The Creative Curriculum Approach shows teachers how to plan focused lessons and maximize literacy learning opportunities throughout the day.

The Creative Curriculum Study Starters (2005 Series: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, and Balls*; 2006 Series: *Chairs & Things to Sit On, Wheels, Water Pipes, Exercise, Trash & Garbage, Shadows*) are a series of guides to help teachers implement investigative, project-based learning in the classroom. With *Study Starters*, children learn science and social studies content as they explore, while also developing skills in literacy, math, the arts, and technology.

All of the Michigan *Early Childhood Standards* align with the content of *The Creative Curriculum*[®] *for Preschool*. Several Standards do not align with *The Creative Curriculum*[®] *Developmental Continuum for Ages 3–5*. These are noted in the text.

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Michigan Early Learning Expectation	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
APPROACHES TO LEARNING		
<p>1. Children show increasing initiative and curiosity about their work and play in all areas of the curriculum.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance</p> <p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems</p>	<p>Chapter 2: "Choice Time," pp. 87–88; "Validate Children's Accomplishments and Progress," pp. 104–105 Chapter 3: "Process Skills," pp. 161–162 Chapter 4: "Child-Initiated Learning," pp. 173–174 Section in all Interest Area chapters: "Interacting With Children in the ___ Area"</p> <p><i>The Creative Curriculum</i>® Study Starters "What Children Want to Know," p. 7 "Sample Investigations," pp. 14– 23</p>
<p>2. Children show increasing engagement and persistence in their work and play in all areas of the curriculum.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it</p>	<p>Chapter 1: "Cognitive Development," p. 21 Chapter 3: "Process Skills," pp. 161–162 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development" Section in all Interest Area chapters: "Interacting With Children in the ___ Area"</p> <p><i>The Creative Curriculum</i>® Study Starters "Enhancements to Interest Areas: Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, Computers, Outdoors," p. 13 "Sample Investigations," pp. 14– 23</p>
<p>3. Children show increasing invention and imagination in their work and play in all areas of the curriculum.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>	<p>Chapter 3: "Process Skills," pp. 161–162 Chapter 4: "Interacting With Children to Promote Learning," pp. 175–178; "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: "Interacting With Children in the ___ Area"</p> <p><i>The Creative Curriculum</i>® Study Starters "What Children Want to Know," p. 7 "Enhancements to Interest Areas: Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, Computers, Outdoors," p. 13 "Sample Investigations," pp. 14– 23</p>

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SOCIAL AND EMOTIONAL DEVELOPMENT		
1. Children develop and exhibit a healthy sense of self.	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>1. Shows ability to adjust to new situations</p> <p>I. Treats arrival and departure as routine parts of the day</p> <p>II. Accepts changes in daily schedules and routines</p> <p>III. Functions with increasing independence in school</p> <p>4. Stands up for rights</p> <p>I. Physically or verbally asserts needs and desires</p> <p>II. Asserts own needs and desires verbally without being aggressive</p> <p>III. Takes action to avoid possible disputes over rights</p> <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>13. Uses thinking skills to resolve conflicts</p> <p>I. Accepts compromise when suggested by peer or teacher</p> <p>II. Suggests a solution to solve a problem; seeks adult assistance when needed</p> <p>III. Engages in a process of negotiation to reach a compromise</p>	<p>Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26; “Individual Differences,” pp. 27–41</p> <p>Chapter 2: “Choice Time,” pp. 87–88; “Validate Children’s Accomplishments and Progress,” pp. 104–105; “Helping Children to Regain Control,” pp. 121–122</p> <p>Chapter 5: “Appreciating Family Differences,” pp. 212–213</p>
2. Children show increasing ability to regulate how they express their emotions.	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>3. Recognizes own feelings and manages them appropriately</p> <p>I. Identifies and labels own feelings</p> <p>II. Is able to describe feelings and their causes</p> <p>III. Is increasingly able to manage own feelings</p>	<p>Chapter 2: “Displaying and Labeling Materials,” pp. 65–67; “Establishing a Structure for Each Day,” pp. 82–101, (especially “Daily Events,” pp. 82–92, “The Daily Schedule,” pp. 92–97); “Cleanup at Mealtimes,” pp. 90–91; “Developing Rules for a Classroom Community,” pp. 108–110; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p> <p>Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252</p> <p>Chapter 12: “Cleanup in the Sand and Water Area,” p. 420</p>
3. Children develop healthy relationships with other children and adults.	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>2. Demonstrates appropriate trust in adults</p> <p>I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy</p> <p>II. Regards parents and teachers as resources and positive role models</p> <p>III. Knows the difference between adults who can help and those who may not</p> <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <p>I. Works/plays cooperatively with one other child</p> <p>II. Successfully enters a group and plays cooperatively</p> <p>III. Maintains an ongoing friendship with at least one other child</p>	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Promoting Positive Relationships in the Classroom,” pp. 102–108, “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</p>

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INTELLECTUAL DEVELOPMENT		
<p>1. Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason <p>29. Arranges objects in a series</p> <ul style="list-style-type: none"> I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features 	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p>
<p>2. Children represent what they understand about the world through actions, objects, and words.</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>36. Makes believe with objects</p> <ul style="list-style-type: none"> I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play <p>37. Makes and interprets representations</p> <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations 	<p>Chapter 3: “Process Skills: Communicating and Representing,” p. 162</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293, especially “How Dramatic Play Promotes Cognitive Development,” pp. 271, 273</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p><i>The Creative Curriculum</i>[®] Study Starters</p> <p>“What Children Already Know,” p. 6</p>
<p>3. Children gain, organize, and use information in increasingly complex way.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context 	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p><i>The Creative Curriculum</i>[®] Study Starters</p> <p>“What Children Want to Know,” p. 7</p> <p>“Integrate Content Area Learning: Science, Social Studies, Literacy, Math, The Arts, Technology,” pp. 10–11</p>
<p>4. Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>23. Approaches problems flexibly</p> <ul style="list-style-type: none"> I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems <p>25. Explores cause and effect</p> <ul style="list-style-type: none"> I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 	<p>Chapter 3: “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”</p> <p><i>The Creative Curriculum</i>[®] Study Starters</p> <p>“Enhancements to Interest Areas: Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, Computers, Outdoors,” p. 13</p> <p>“Sample Investigations,” pp. 14–23</p>

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LANGUAGE AND EARLY LITERACY DEVELOPMENT		
1. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.		
A. In comprehension strategies:	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>47. Uses emerging reading skills to make meaning from print</p> <ul style="list-style-type: none"> I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events 	<p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Chapter 10: “Reading Books to Children,” pp. 370–373; “Retelling Stories With Children,” p. 373</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum[®] Approach</p> <p>Chapter 1: “Comprehension,” pp. 33–38</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Story Retelling,” pp. 101–108</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Listening and Responding to Language,” p. 274</p> <p>“Motivation for Reading,” p. 280</p> <p>“Concepts of Books,” p. 281</p> <p>“Comprehension,” p. 284</p>
B. In print and alphabetic knowledge:	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>38. Hears and discriminates the sounds of language</p> <ul style="list-style-type: none"> I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>46. Demonstrates knowledge of the alphabet</p> <ul style="list-style-type: none"> I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections 	<p>Chapter 3: “Phonological Awareness,” pp. 127–128, 132; “Letters and Words,” p. 129, 133</p> <p>Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p> <p>Literacy: The Creative Curriculum[®] Approach</p> <p>Chapter 1: “Phonological Awareness,” pp. 16–21; “Letters and Words,” pp. 28–32</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Self-Expression,” p. 275</p> <p>“Oral Language: Phonological Awareness,” pp. 276–279</p> <p>“Alphabet and Word Knowledge,” p. 283</p>

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C. In concepts about reading:	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <ul style="list-style-type: none"> I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader <p>45. Demonstrates understanding of print concepts</p> <ul style="list-style-type: none"> I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read 	<p>Chapter 3: “Knowledge of Print,” p. 128, 132; “Understanding Books and Other Texts,” pp. 130–131, 133</p> <p>Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Knowledge of Print,” pp. 22–27; “Books and Other Texts,” pp. 39–42</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Motivation for Reading,” p. 280</p> <p>“Print Concepts,” p. 282</p>
2. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>49. Understands the purpose of writing</p> <ul style="list-style-type: none"> I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning <p>50. Writes letters and words</p> <ul style="list-style-type: none"> I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words 	<p>Chapter 9: “Stages in Painting and Drawing,” pp. 337–338</p> <p>Chapter 10: “Materials for Writing,” pp. 359–360; “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 3: “Writing,” pp. 109–119</p> <p>Chapter 4: “Developmental Steps in Writing,” pp. 137–138</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Purposes of Writing,” p. 285</p> <p>“Writing Mechanics,” p. 285</p>
3. Children develop abilities to express themselves clearly and communicate ideas to others.	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>38. Hears and discriminates the sounds of language</p> <ul style="list-style-type: none"> I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words <p>39. Expresses self using words and expanded sentences</p> <ul style="list-style-type: none"> I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings <p>43. Actively participates in conversations</p> <ul style="list-style-type: none"> I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges 	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88</p> <p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132; “Phonological Awareness,” pp. 127–128, 132</p> <p>Chapter 4: “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187</p> <p>Chapter 10: “Retelling Stories With Children,” p. 373; “Special Challenges in the Library Area,” p. 375</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 1: “Vocabulary and Language,” pp. 11–15; “Phonological Awareness,” pp. 16–21</p> <p>Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Story Retelling,” pp. 101–108</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Self-Expression,” p. 275</p>

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<p>4. Children grow in their capacity to use effective listening skills and understand what is said to them.</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>40. Understands and follows oral directions</p> <ul style="list-style-type: none"> I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps <p>41. Answers questions</p> <ul style="list-style-type: none"> I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details <p>43. Actively participates in conversations</p> <ul style="list-style-type: none"> I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges 	<p>Chapter 1: “Language Development,” p. 22 Chapter 2: “Large-Group Time,” pp. 84–85 Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 4: “Teacher-Directed Learning,” pp. 174–175 Chapter 10: “Materials for Listening,” pp. 359; “Listening to Tapes With Children,” p. 374 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Literacy: <i>The Creative Curriculum</i>[®] Approach Chapter 1: “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78</p> <p>Scope & Sequence for Language and Literacy “Listening and Responding to Language,” p. 274</p>
<p>5. Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>42. Asks questions</p> <ul style="list-style-type: none"> I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <ul style="list-style-type: none"> I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader <p>48. Comprehends and interprets meaning from books and other texts</p> <ul style="list-style-type: none"> I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events 	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133; “Understanding Books and Other Texts,” pp. 130–131, 133; “Technology,” pp. 156–160 Chapter 15: “Computers,” pp. 471–491</p> <p>Literacy: <i>The Creative Curriculum</i>[®] Approach Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38; “Books and Other Texts,” pp. 39–42 Chapter 3: “Studies: Using Literacy to Learn,” pp. 127–131</p> <p><i>The Creative Curriculum</i>[®] Study Starters “Sample Investigations,” pp. 14–23</p>

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<p>6. Children develop positive attitudes about themselves as literate beings—as readers, writers, speakers, viewers, and listeners.</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>43. Actively participates in conversations</p> <ul style="list-style-type: none"> I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges <p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <ul style="list-style-type: none"> I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader <p>50. Writes letters and words</p> <ul style="list-style-type: none"> I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words 	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Skills for Engaging With Books,” pp. 365–366; “Developmental Steps in Writing,” pp. 367–369</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum[®] Approach</p> <p>Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38</p> <p>Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108; “Writing,” pp. 109–119</p> <p>Scope & Sequence for Language and Literacy</p> <p>“Listening and Responding to Language,” p. 274</p> <p>“Self-Expression,” p. 275</p> <p>“Motivation for Reading,” p. 280</p> <p>“Purposes of Writing,” p. 285</p>
<p>7. Children begin to understand that communication is diverse and that people communicate in a variety of ways.</p>	<p>There are no <i>Creative Curriculum</i>[®] objectives that align directly with this item.</p>	<p>Chapter 1: “Children With Disabilities,” pp. 36–38; “Second Language Learners,” pp. 38–41</p> <p>Chapter 2: “Adaptations for Children With Disabilities,” pp. 71–72</p> <p>Chapter 4: “Teaching Children With Disabilities,” pp. 180–181; “Teaching Second Language Learners,” pp. 181–183</p> <p>Chapter 9: “Including All Children in the Art Area,” p. 346</p> <p>Chapter 10: “Including All Children in the Library Area,” and “Special Challenges in the Library Area,” pp. 374–375</p> <p>Chapter 15: “Adapting the Computer Area for Children With Special Needs,” pp. 480–481; “Computer Assistive Devices,” p. 481</p> <p>Literacy: The Creative Curriculum[®] Approach</p> <p>Chapter 2: “Meeting the Needs of All Children,” pp. 58–65</p>

Michigan Early Learning Expectation	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
CREATIVE DEVELOPMENT		
<p>1. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations</p>	<p>Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts”</p> <p><i>The Creative Curriculum</i>® Study Starters “What Children Already Know,” p. 6 “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Art,” p. 13</p>
<p>2. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.</p>	<p>There are no <i>Creative Curriculum</i>® objectives that align directly with this item.</p>	<p>Foundation chapter: “Gardner: Multiple Intelligences,” pp. 9–11 Chapter 3: “Music,” p. 153, 155 Chapter 13: “Music and Movement,” pp. 423–441</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Music and Movement,” p. 13</p>
<p>3. Children show how they feel, what they think, and what they are learning through movement experiences.</p>	<p>There are no <i>Creative Curriculum</i>® objectives that align directly with this item.</p>	<p>Foundation chapter: “Gardner: Multiple Intelligences,” pp. 9–11 Chapter 3: “Dance,” p. 152, 155 Chapter 13: “Music and Movement,” pp. 423–441</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Music and Movement,” p. 13</p>
<p>4. Children show how they feel, what they think, and what they are learning through dramatic play.</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play</p>	<p>Foundation chapter: “Smilansky’s Four Types of Play,” pp. 11–13 Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Dramatic Play,” p. 13</p>

Michigan Early Learning Expectation	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
5. Children develop rich and rewarding aesthetic lives.	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	<p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 9: “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340; “Talking With Children About Their Art,” pp. 342–344; “Nurturing Children’s Appreciation of Art,” p. 345</p> <p>Chapter 13: “Interacting With Children During Music and Movement Activities,” pp. 434–435</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Integrate Content Area Learning: The Arts,” p. 11</p> <p>“Enhancements to Interest Areas: Dramatic Play, Art, Music and Movement,” p. 13</p>

Michigan Early Learning Expectation	<i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> [®] for Preschool and Related Publications
PHYSICAL DEVELOPMENT AND HEALTH		
PHYSICAL DEVELOPMENT		
<p>1. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.</p>	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <ul style="list-style-type: none"> I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 	<p>Chapter 1: “Physical Development,” p. 20</p> <p>Chapter 13: “Music and Movement,” pp. 423–441, especially “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424</p> <p>Chapter 16: “Outdoors,” pp. 493–522, especially “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494</p> <p><i>The Creative Curriculum</i>[®] Study Starters</p> <p>“Integrate Content Area Learning: Science,” p. 10</p> <p>“Enhancements to Interest Areas: Music and Movement, Outdoors” p. 13</p>
<p>2. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.</p>	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination <p>16. Climbs up and down</p> <ul style="list-style-type: none"> I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards <p>18. Demonstrates throwing, kicking, and catching skills</p> <ul style="list-style-type: none"> I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy 	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20</p> <p>Chapter 13: “Music and Movement,” pp. 423–441, especially “How Music and Movement Promote Physical Development,” pp. 423–424</p> <p>Chapter 16: “Outdoors,” pp. 493–522, especially “How Outdoor Play Promotes Physical Development,” pp. 493–494</p> <p><i>The Creative Curriculum</i>[®] Study Starters</p> <p>“Enhancements to Interest Areas: Music and Movement, Outdoors” p. 13</p>

Michigan Early Learning Expectation	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
<p>3. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.</p>	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>19. Controls small muscles in hands</p> <ul style="list-style-type: none"> I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination <p>20. Coordinates eye-hand movement</p> <ul style="list-style-type: none"> I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail <p>21. Uses tools for writing and drawing</p> <ul style="list-style-type: none"> I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name 	<p>Chapter 1: “Physical Development: Fine Motor,” p. 20</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 9: “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340</p> <p>Chapter 10: “Developmental Steps in Writing,” pp. 367–369</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Enhancements to Interest Areas: Toys and Games, Art, Library” p. 13</p>
<p>4. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <ul style="list-style-type: none"> I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child <p>12. Shares and respects the rights of others</p> <ul style="list-style-type: none"> I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn 	<p>Chapter 1: “Individual Differences,” pp. 27–41</p> <p>Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105; “Developing Rules for a Classroom Community,” pp. 108–110</p> <p>Chapter 16: “Outdoors,” pp. 493–522, including “Adapting the Outdoors Area for Children With Special Needs,” p. 510; p. 505 (illus.)</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“What Children Want to Know,” p. 7</p> <p>“Sample Investigations,” pp. 14–23</p>
HEALTH, SAFETY, AND NUTRITION		
<p>5. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 	<p>Chapter 2: “Transition Times,” pp. 88–89; “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92; “Developing Rules for a Classroom Community,” pp. 108–110</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Enhancements to Interest Areas: Cooking,” p. 13</p>

Michigan Early Learning Expectation	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
6. Children recognize that they have a role in preventing accidents or potential emergencies.	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 9. Follows classroom rules <ul style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules 	Chapter 2: “Building a Relationship With Each Child,” pp. 103–105; “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518
7. Children become aware of and begin to develop nutritional habits that contribute to good health.	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	Chapter 2: “Mealtimes,” pp. 89–91 Chapter 14: “Cooking,” pp. 443–469 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Cooking,” p. 13
EARLY LEARNING IN MATHEMATICS		
1. Children begin to develop processes and strategies for solving mathematical problems.	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context 	Chapter 3: “Mathematics,” pp. 134–141; “Process Skills,” pp. 161–162 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 12: “Sand and Water,” pp. 403–421 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” <i>The Creative Curriculum</i>® Study Starters “What Children Want to Know,” p. 7 “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Blocks, Toys and Games, Sand and Water” p. 13
2. Children begin to develop skills of comparing and classifying objects, relationships and events in their environment.	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects <ul style="list-style-type: none"> I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 28. Compares/measures <ul style="list-style-type: none"> I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 29. Arranges objects in a series <ul style="list-style-type: none"> I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features 	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 8: “Toys and Games,” pp. 295–315; “What Children Learn in the Toys and Games Area: Mathematics,” pp. 304–305 Chapter 11: “What Children Learn in the Discovery Area: Mathematics,” pp. 391–392 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Toys and Games, Discovery” p. 13

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<p>3. Children begin to develop the ability to seek out and to recognize patterns in everyday life.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying</p>	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 6: “What Children Learn in the Block Area,” p. 253 Chapter 8: “What Children Learn in the Toys and Games Area: Mathematics,” pp. 304–305 Chapter 9: “What Children Learn in the Art Area: Mathematics,” p. 334 Chapter 11: “Discovery,” pp. 381–401 Chapter 13: “What Children Learn From Music and Movement: Mathematics,” p. 428</p> <p><i>The Creative Curriculum</i>[®] Study Starters “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Blocks, Toys and Games, Art, Discovery, Music and Movement,” p. 13</p>
<p>4. Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development</p> <p><i>The Creative Curriculum</i>[®] Study Starters “Integrate Content Area Learning: Math,” pp. 10–11 “Sample Investigations,” pp. 14– 23</p>
<p>5. Children explore and discover simple ways to measure.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts</p>	<p>Chapter 2: “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Chapter 16: “Weather Considerations,” p. 509; “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519</p> <p><i>The Creative Curriculum</i>[®] Study Starters “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Blocks, Sand and Water, Cooking, Outdoors” p. 13 “Sample Investigations,” pp. 14– 23</p>

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<p>6. Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</p>	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140; “Data Collection, Organization, and Representation,” pp. 138–139, 14; “Process Skills,” pp. 161–162 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” <i>The Creative Curriculum</i>® Study Starters “What Children Already Know,” p. 6 “What Children Want to Know,” p. 7 “Integrate Content Area Learning: Math,” pp. 10–11 “Sample Investigations,” pp. 14– 23</p>
<p>7. Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</p>	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 8: “Toys and Games,” pp. 295–315 <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Toys and Games,” p. 13 “Sample Investigations,” pp. 14– 23</p>
<p>8. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective</p>	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Spaces and Geography,” pp. 146–147, 150 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics” <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Blocks, Toys and Games” p. 13 “Sample Investigations,” pp. 14– 23</p>

Michigan Early Learning Expectation	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
EARLY LEARNING IN SCIENCE		
<p>1. Children develop positive attitudes and gain knowledge about science through observation and active play.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information <p>25. Explores cause and effect</p> <ul style="list-style-type: none"> I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 	<p>Chapter 3: “Science,” pp. 142–145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p><i>The Creative Curriculum</i>® Study Starters “What Children Already Know,” p. 6 “What Children Want to Know,” p. 7 “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery, Sand and Water” p. 13 “Sample Investigations,” pp. 14– 23 See especially: All 2005 and 2006 <i>Study Starters</i></p>
<p>2. Children show a beginning awareness of scientific knowledge related to living and nonliving things.</p>	<p>There are no <i>Creative Curriculum</i>® objectives that align directly with this item.</p>	<p>Chapter 3: “Physical Science,” pp. 142–143, 145; “Life Science,” pp. 143–144, 145 Chapter 16: “Caring for Living Things,” pp. 500–501</p> <p><i>The Creative Curriculum</i>® Study Starters “Sample Investigations,” pp. 14– 23 See especially: <i>Rocks, Ants, Flowers, Wheels, Water Pipes, Trash & Garbage, Shadows, Exercise</i></p>
<p>3. Children show a beginning awareness of scientific knowledge related to the earth.</p>	<p>There are no <i>Creative Curriculum</i>® objectives that align directly with this item.</p>	<p>Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421</p> <p><i>The Creative Curriculum</i>® Study Starters “Sample Investigations,” pp. 14– 23 See especially: <i>Rocks, Flowers, Trash & Garbage</i></p>

Michigan Early Learning Expectation	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
EARLY LEARNING IN THE SOCIAL STUDIES		
1. Children begin to understand and interpret their relationship and place within their own environment.	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 	Chapter 3: “Social Studies,” pp. 146–151 Chapter 7: “Dramatic Play,” pp. 271–293 <i>The Creative Curriculum</i>® Study Starters “Sample Investigations,” pp. 14– 23 See especially: <i>Ants, Boxes, Clothes, Buildings, Chairs & Things to Sit On</i>
2. Children begin to recognize that many different influences shape people’s thinking and behavior.	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately <ul style="list-style-type: none"> I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want 	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 5: “Appreciating Family Differences,” pp. 212–213; “Making Families Feel Welcome,” pp. 218–222 Chapter 9: “Holiday Art,” p. 348 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” <i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 “Sample Investigations,” pp. 14– 23 See especially: <i>Clothes, Buildings, Chairs & Things to Sit On</i>
3. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.	COGNITIVE DEVELOPMENT—Logical Thinking 31. Shows awareness of time concepts and sequence <ul style="list-style-type: none"> 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 	Chapter 2: “Using a Calendar,” p. 85; “The Daily Schedule,” pp. 92–97 Chapter 3: “People and the Past,” p. 149, 151 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies” <i>The Creative Curriculum</i>® Study Starters “Sample Investigations,” pp. 14– 23 See especially: <i>Clothes, Chairs & Things to Sit On, Wheels</i>

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<p>4. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures <p>9. Follows classroom rules</p> <ul style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules 	<p>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“What Children Already Know,” p. 6</p> <p>“What Children Want to Know,” p. 7</p> <p>“Integrate Content Area Learning: Social Studies,” p. 10</p> <p>“Sample Investigations,” pp. 14–23</p> <p>See especially: <i>Ants</i></p>
<p>5. Children increase their understanding about how basic economic concepts relate to their lives.</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Integrate Content Area Learning: Social Studies,” p. 10</p> <p>“Enhancements to Interest Areas: Dramatic Play,” p. 13</p> <p>“Sample Investigations,” pp. 14–23</p> <p>See especially: <i>Boxes, Buildings, Clothes</i></p>
<p>6. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>7. Respects and cares for classroom environment and materials</p> <ul style="list-style-type: none"> I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 	<p>Chapter 3: “People and the Environment,” p. 148, 151; “Earth and the Environment,” pp. 144, 145</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Integrate Content Area Learning: Social Studies,” p. 10</p> <p>“Sample Investigations,” pp. 14–23</p> <p>See especially: <i>Boxes, Trash & Garbage, Flowers</i></p>

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EARLY SKILLS IN USING TECHNOLOGY		
1. Children explore and use various types of technology tools.	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	<p>Chapter 3: “Technology,” pp. 156–160 Chapter 11: “Discovery,” pp. 381–401 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Technology”</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Technology,” p. 11 “Enhancements to Interest Areas: Discovery, Computers,” p. 13 “Sample Investigations,” pp. 14– 23 See especially: <i>Boxes, Buildings, Chairs & Things to Sit On, Wheels, Water Pipes</i></p>
2. Children can name various components of computer systems and use various input devices.	There are no <i>Creative Curriculum</i> ® objectives that align directly with this item.	<p>Chapter 3: “Technology,” pp. 156–160 Chapter 11: “Discovery,” pp. 381–401 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ____ Area: Technology”</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Technology,” p. 11 “Enhancements to Interest Areas: Discovery, Computers,” p. 13 “Sample Investigations,” pp. 14– 23 See especially: <i>Boxes, Buildings, Chairs & Things to Sit On, Wheels, Water Pipes</i></p>
3. Children work cooperatively with others while using technology tools.	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <ul style="list-style-type: none"> I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 	<p>Chapter 3: “Technology,” pp. 156–160 Chapter 11: “Discovery,” pp. 381–401 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491</p> <p><i>The Creative Curriculum</i>® Study Starters “Integrate Content Area Learning: Technology,” p. 11 “Enhancements to Interest Areas: Discovery, Cooking, Computers,” p. 13 “Sample Investigations,” pp. 14– 23 See especially: <i>Chairs & Things to Sit On, Wheels, Water Pipes, Buildings</i></p>

Michigan Early Learning Expectation	<i>Creative Curriculum</i> ® Goals, Objectives, and Developmental Steps	<i>The Creative Curriculum</i> ® for Preschool and Related Publications
<p>4. Children demonstrate responsible handling of technology equipment.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>7. Respects and cares for classroom environment and materials</p> <ul style="list-style-type: none"> I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment 	<p>Chapter 3: “Technology,” pp. 156–160</p> <p>Chapter 11: “Take-Aparts and Safety,” p. 390</p> <p>Chapter 14: “Special Health and Safety Considerations in the Cooking Area,” pp. 450–452</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p>Section in all Interest Area chapters: “What Children Learn in the ____ Area: Technology”</p> <p><i>The Creative Curriculum</i>® Study Starters</p> <p>“Integrate Content Area Learning: Technology,” p. 11</p> <p>“Enhancements to Interest Areas: Discovery, Cooking, Computers,” p. 13</p> <p>“Sample Investigations,” pp. 14– 23</p> <p>See especially: <i>Chairs & Things to Sit On, Wheels, Water Pipes, Buildings</i></p>