



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

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With
Arkansas Early Childhood Education Framework for Three and Four Year Old Children

This document aligns the content in the *Arkansas Early Childhood Education Framework for Three and Four Year Old Children* with the goals and ideals of *The Creative Curriculum*[®] for Preschool. *The Creative Curriculum*[®] for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

The Early Childhood Education Task Force of the Arkansas Early Childhood Commission. (2004). *Arkansas early childhood education framework handbook for three and four year old children*. Little Rock, AR: Author. Retrieved April 10, 2013 from <http://www.arkansas.gov/childcare/programsupport/pdf/aeceframwork.pdf>

Teaching Strategies, LLC. (2010). *The Creative Curriculum*[®] for preschool. Washington, DC: Author.

<p style="text-align: center;">Arkansas Early Childhood Education Framework for Three and Four Year Old Children</p>	<p style="text-align: center;">How <i>The Creative Curriculum</i>® for Preschool meets Arkansas Early Childhood Education Framework for Three and Four Year Old Children</p>
Social/Emotional Development	
Prekindergarten	
Act Independently	
1.1. Demonstrates ability to make choices	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
1.2. Demonstrates independence in personal care	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
1.3. Demonstrates ability to play independently	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
Experience Success	
1.4. Shows curiosity and desire to learn	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
1.5. Enjoys experimenting and problem-solving with ideas as well as with concrete materials	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
1.6. Demonstrates confidence in growing abilities	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
1.7. Demonstrates willingness to try new things	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks

1.8. Uses planning in approaching a task or activity	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
1.9. Shows persistence in approaching tasks	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
Interact Socially	
1.10. Demonstrates trust in adults	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
1.11. Shows ability to separate from parents	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
1.12. Demonstrates interest and participates in classroom activities	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
1.13. Participates in routine activities easily	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
1.14. Seeks out adults and children	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children

1.15. Understands and respects differences	Demonstrates knowledge about self Shows basic understanding of people and how they live
1.16. Helps others in need	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
1.17. Stands up for rights	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
1.18. Shares; respects the rights of others	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
1.19. Works cooperatively with others on completing a task	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
1.20. Uses compromise and discussion to resolve conflicts	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
1.21. Becomes involved in solving social problems (conflicts)	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
Creative/Aesthetic Learning	
Prekindergarten	
Expression Through Art Forms and Activities	
2.1. Shows creativity and imagination in play with materials and props	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks Explores the visual arts

2.2. Participates in dramatic play themes that become more involved and complex	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
2.3. Assumes various roles in dramatic play situations	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
2.4. Participates freely in music activities	Explores musical concepts and expression
2.5. Enjoys singing games, dramatizing songs and moving to music	Explores musical concepts and expression Explores drama through actions and language
2.6. Expresses through movement what is felt and heard in various musical tempos and styles	Explores dance and movement concepts
2.7. Experiments with a variety of musical instruments and sound sources	Explores musical concepts and expression
2.8. Identifies the source of a variety of sounds	Explores musical concepts and expression
2.9. Moves in time to the beat	Explores musical concepts and expression Explores dance and movement concepts
2.10. Explores and manipulates art media	Explores the visual arts
2.11. Creates drawings and paintings that gradually become more detailed and realistic	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Explores the visual arts
2.12. Preplans art project and then works with care	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks

2.13. Recognizes and responds to beauty in the environment	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
Cognitive/Intellectual Learning	
Prekindergarten	
Language Arts	
3.1. Shows enjoyment of books and stories and discussion of them	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
3.2. Tells a story in sequence, following the pictures in a book	Comprehends and responds to books and other texts Retells stories Retells a familiar story in proper sequence, including major events and characters
3.3. Demonstrates knowledge of how to use a book	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors
3.4. Demonstrates visual discrimination and visual memory skills	Remembers and connects experiences Recognizes and recalls Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

3.5. Understands that print conveys a message	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
3.6. Demonstrates an interest in using writing for a purpose	Demonstrates emergent writing skills Writes to convey meaning Letter strings
3.7. Identifies letters and signs in the environment	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
3.8. Uses known letters or approximation of letters to represent written language	Demonstrates emergent writing skills Writes name Letter strings Demonstrates emergent writing skills Writes to convey meaning Letter strings
3.9. Identifies some letters and makes some letter-sound matches	Demonstrates knowledge of the alphabet Uses letter-sound knowledge Identifies the sounds of a few letters
Mathematics and Science	
3.10. Classifies objects by physical features such as shape or color	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)
3.11. Classifies objects conceptually (things that go together)	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
3.12. Recognizes patterns and can repeat them (patterning)	Demonstrates knowledge of patterns Copies simple repeating patterns

3.13. Demonstrates one-to-one correspondence	<p>Uses number concepts and operations</p> <p>Counts</p> <p>Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
3.14. Demonstrates the ability to order and sequence	<p>Uses number concepts and operations</p> <p>Counts</p> <p>Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
3.15. Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)	<p>Uses number concepts and operations</p> <p>Connects numerals with their quantities</p> <p>Identifies numerals to 5 by name and connects each to counted objects</p>
3.16. Demonstrates an understanding of addition and subtraction, using manipulatives	<p>Uses number concepts and operations</p> <p>Quantifies</p> <p>Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
3.17. Shows understanding of different relationships of objects in space (spatial relations)	<p>Explores and describes spatial relationships and shapes</p> <p>Understands spatial relationships</p> <p>Uses and responds appropriately to positional words indicating location, direction, and distance</p>
3.18. Shows an awareness of time concepts	<p>Compares and measures</p> <p>Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
3.19. Shows interest in exploring the environment	<p>Demonstrates positive approaches to learning</p> <p>Shows curiosity and motivation</p> <p>Shows eagerness to learn about a variety of topics and ideas</p> <p>Uses scientific inquiry skills</p> <p>Uses tools and other technology to perform tasks</p>

3.20. Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)	Uses scientific inquiry skills Demonstrates knowledge of Earth's environment
3.21. Uses words to describe the characteristics of objects (scientific process: communicating)	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Demonstrates knowledge of the physical properties of objects and materials
3.22. Makes comparisons (scientific process: comparing)	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers Uses scientific inquiry skills
3.23. Shows awareness of cause-effect relationships	Demonstrates knowledge of the physical properties of objects and materials
3.24. Finds more than one solution to a problem	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
3.25. Applies information or experience to a new context (scientific process: applying)	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
Social Studies	
3.26. Identifies self as a boy or girl	Demonstrates knowledge about self
3.27. Identifies self as a member of a specific family and cultural group	Demonstrates knowledge about self
3.28. Shows pride in heritage and background	Shows basic understanding of people and how they live Explores change related to familiar people or places
3.29. Shows awareness of the roles people play in society	Shows basic understanding of people and how they live

3.30. Functions as a member of the classroom community	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
3.31. Shows awareness of safe behavior	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
3.32. Cares for the environment	Demonstrates knowledge of Earth's environment
Physical Development	
Prekindergarten	
Health and Nutrition	
4.1. Identifies body parts and understands their functions	Demonstrates knowledge of the characteristics of living things
4.2. Demonstrates health and personal care habits	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
4.3. Tries new foods before deciding whether he/she likes them	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
4.4. Recognizes different types of food	Shows basic understanding of people and how they live
4.5. Shows awareness that some foods are better for your body than others	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being Demonstrates knowledge of the characteristics of living things
Fine Motor	
4.6. Coordinates eye and hand movements to complete tasks	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
4.7. Uses small muscles for self-help skills	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements

4.8. Uses writing and drawing tools with control and intention	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Gross Motor	
4.9. Freely participates in gross motor activities	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
4.10. Throws, kicks, bounces, and catches	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with a full range of motion
4.11. Runs, jumps, hops, and skips	Demonstrates traveling skills Moves purposefully from place to place with control
4.12. Shows balance and coordination	Demonstrates balancing skills Sustains balance during simple movement experiences
4.13. Climbs up and down equipment	Demonstrates balancing skills Sustains balance during simple movement experiences
Language	
Prekindergarten	
5.1. Demonstrates phonological awareness (hearing and recognizing the sounds of language)	Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously Demonstrates phonological awareness Notices and discriminates alliteration Shows awareness that some words begin the same way Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words

<p>5.2. Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar</p>	<p>Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words</p> <p>Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences</p>
<p>5.3. Expands vocabulary</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p>
<p>5.4. Recognizes and identifies by name most common objects and pictures</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p>
<p>5.5. Participates in songs, finger plays, rhyming activities, and games</p>	<p>Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games</p>
<p>5.6. Uses words to communicate ideas and feelings</p>	<p>Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p>
<p>5.7. Engages in two-way conversation with children and adults</p>	<p>Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges</p> <p>Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders</p>

5.8. Participates in group discussion	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p> Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>Uses appropriate conversational and other communication skills</p> <p>Uses social rules of language</p> <p> Uses acceptable language and social rules while communicating with others; may need reminders</p>
5.9. Uses language to problem solve	<p>Participates cooperatively and constructively in group situations</p> <p>Solves social problems</p> <p> Suggests solutions to social problems</p>
5.10. Follows directions in sequence	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p> Follows directions of two or more steps that relate to familiar objects and experiences</p>