

Alignment of



The Creative Curriculum® *for* Preschool



WITH

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With
Georgia Early Learning and Development Standards

This document aligns the content in the *Georgia Early Learning and Development Standards* 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

Georgia Department of Early Care and Learning. (2013). *Georgia early learning and development standards*. Atlanta, GA: Author: Retrieved from <http://www.gelds.decal.ga.gov/Search.aspx>

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Georgia Early Learning and Development Standards	How <i>The Creative Curriculum</i>® for Preschool meets Georgia Early Learning and Development Standards
36-48 Months	
Receptive Language	
CLL1: The child will listen to conversations for a variety of purposes and demonstrate comprehension.	
CLL1.3a Listens and responds to conversations and group discussions.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
CLL1.3b Listens to and follows multi-step directions with support.	Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences
CLL1.3c Responds to more complex questions with appropriate answers.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
CLL2: The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.	
CLL2.3a Demonstrates understanding of vocabulary through everyday conversations.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
CLL2.3b Listens and understands new vocabulary from activities, stories, and books.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories

Expressive Language	
CLL3: The child will use non-verbal communication for a variety of purposes.	
CLL3.3a Uses gestures actions to enhance verbal communication of needs and wants.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
CLL3.3b Communicates feelings using non-verbal gestures and actions.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
CLL4: The child will use increasingly complex spoken language.	
CLL4.3a Speaks clearly enough to be understood.	Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words
CLL4.3b Demonstrates use of expanded sentences and sentence structures.	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
CLL4.3c Describes activities and experiences using details.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
CLL4.3d Uses expanded vocabulary in a variety of situations.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items

Early Reading	
CLL5: The child will acquire meaning from a variety of materials read to him/her.	
CLL5.3a Prior to reading, uses pictures to predict story content.	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
CLL5.3b With prompting and support, retells a simple story using pictures.	Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts
CLL5.3c Answers questions about a story.	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
CLL6: The child will develop early phonological awareness (awareness of units of sound).	
CLL6.3a Listens and matches rhythm, volume, and pitch of rhymes, songs and chants.	Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously Explores musical concepts and expression
CLL6.3b Identifies and produces rhyming words with adult guidance.	Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously
CLL6.3d Segments sentences into individual words with adult's guidance.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate words in sentences
CLL6.3e Segments words into syllables with adult guidance.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words

CLL7: The child will demonstrate increasing knowledge of the alphabet.	
CLL7.3a With prompting and support, can identify some letters of the alphabet.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
CLL8: The child will demonstrate awareness of print concepts.	
CLL8.3a Shares self-selected familiar books and engages in pretend reading with others.	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
CLL8.3b Discriminates words from pictures independently.	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
CLL8.3c Independently holds a book right side up and turns pages from right to left.	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
CLL8.3d Recognizes environmental print.	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
CLL8.3e With adult guidance, points to the title of familiar books or stories and where to begin reading.	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

Early Writing	
CLL9: The child will use writing for a variety of purposes.	
CLL9.3a Creates letter-like symbols. May use invented spelling to label drawings.	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
CLL9.3b Uses writing tools with adult guidance.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
CLL9.3c Shows emerging awareness that writing can be used for a variety of purposes.	Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles

Physical Development and Motor Skills	
36-48 Months	
Health and Well-Being	
PDM1: The child will practice healthy and safe habits.	
PDM1.3a Stays awake except during nap time.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
PDM1.3b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
PDM1.3c Independently shows awareness of dangerous situations and responds with some knowledge of safety instructions.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
PDM1.3d Communicates to peers and adults when dangerous situations are observed.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
PDM1.3e Attends to personal health needs and self-care needs independently.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

PDM2: The child will participate in activities related to nutrition.	
PDM2.3a. Helps prepare nutritious snacks.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
PDM2.3b. Distinguishes healthy food choices from less healthy food choices.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Use of Senses	
PDM3: The child will demonstrate an awareness of the body in space and child's relationship to objects in space.	
PDM3.3a Acts and moves with purpose and recognizes differences in direction, distance, and location with some assistance.	Demonstrates traveling skills Moves purposefully from place to place with control
PDM3.3b Demonstrates awareness of his/her own body in relation to others.	Demonstrates traveling skills Moves purposefully from place to place with control
PDM4: The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.	
PDM4.3a Uses senses purposefully to learn about objects.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
PDM4.3b Takes things apart and attempts to put them back together.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen

Motor Skills	
PDM5: The child will demonstrate gross motor skills.	
PDM5.3a Coordinates movements to perform a task.	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
PDM5.3b Demonstrates coordination and balance.	Demonstrates balancing skills Sustains balance during simple movement experiences Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
PDM6: The child will demonstrate fine motor skills.	
PDM6.3a Refines grasp to manipulate tools and objects.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
PDM6.3b Uses hand-eye coordination to manipulate smaller objects with increasing control.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements

Social and Emotional Development	
36-48 Months	
Developing a Sense of Self	
SED1: The child will develop self-awareness.	
SED1.3a Recognizes self as a unique individual.	Demonstrates knowledge about self
SED1.3b Demonstrates knowledge of personal information.	Demonstrates knowledge about self
SED1.3c Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Demonstrates knowledge about self
SED1.3d Shows emerging sense of independence in his/her own choices.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
SED2: The child will engage in self-expression.	
SED2.3a Uses a combination of words, phrases, and actions to communicate needs, ideas, opinions, and preferences.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
SED2.3b With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification

Self-Regulation	
SED3: The child will demonstrate self-control.	
SED3.3a Remembers and follows simple group rules and displays appropriate social behavior.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
SED3.3b Regulates own emotions and behaviors with adult support when needed.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
SED3.3c Regulates impulses with adult guidance.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
SED3.3d Manages transitions and adapts to changes in schedules and routines with adult support.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Developing a Sense of Self with Others.	
SED4: The child will develop relationships with adults.	
SED4.3a Shows signs of security and trust when separated from familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
SED4.3b Uses a familiar adult's facial expression to decide how to respond.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
SED4.3c Shows affection to familiar adults by using words and actions.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults

SED4.3d Seeks out adult for help.	<p>Establishes and sustains positive relationships</p> <p>Forms relationships with adults</p> <p>Manages separations without distress and engages with trusted adults</p> <p>Demonstrates positive approaches to learning</p> <p>Solves problems</p> <p>Observes and imitates how other people solve problems; asks for a solution and uses it</p>
SED5: The child will develop relationships with peers.	
SED5.3a Initiates play with one or two other children.	<p>Establishes and sustains positive relationships</p> <p>Interacts with peers</p> <p>Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
SED5.3b Engages in mutual/cooperative play.	<p>Establishes and sustains positive relationships</p> <p>Interacts with peers</p> <p>Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
SED5.3c Seeks adult support to resolve some peer conflicts.	<p>Participates cooperatively and constructively in group situations</p> <p>Solves social problems</p> <p>Seeks adult help to resolve social problems</p>
SED5.3d Recognizes and names the feelings of peers.	<p>Establishes and sustains positive relationships</p> <p>Responds to emotional cues</p> <p>Identifies basic emotional reactions of others and their causes accurately</p>
SED5.3e Shows emerging respect for peers' personal space and belongings.	<p>Participates cooperatively and constructively in group situations</p> <p>Balances needs and rights of self and others</p> <p>Initiates the sharing of materials in the classroom and outdoors</p>

Approaches to Play and Learning	
36-48 Months	
Initiative and Exploration	
APL1: The child will demonstrate initiative and self-direction.	
APL1.3a Initiates new tasks by him/herself.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
APL1.3b Makes choices and completes some independent activities.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
APL1.3c Makes plans and follows through on intentions.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
APL2: The child will demonstrate interest and curiosity.	
APL2.3a Demonstrates an increased willingness to participate in both familiar and new experiences.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
APL2.3b Ask questions about unfamiliar objects, people, and experiences.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
APL2.3c Explores and manipulates both familiar and unfamiliar objects in the environment.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas

Attentiveness and Persistence	
APL3: The child will demonstrate self-control.	
APL3.3a Engages in a structured activity for short periods of time to achieve a goal.	Demonstrates positive approaches to learning Persists Plans and pursues own goal until it is reached
APL3.3b Wants to complete activities and do them well.	Demonstrates positive approaches to learning Persists Plans and pursues own goal until it is reached
APL3.3c Begins to work cooperatively with others to achieve a goal or accomplish a task.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
APL3.3d Keeps working on an activity even after setbacks.	Demonstrates positive approaches to learning Persists Plans and pursues own goal until it is reached

Play	
APL4: The child will engage in a progression of individualized and imaginative play.	
APL4.3d Uses imagination to create a variety of ideas, role plays, and fantasy situations.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
APL5: The child will demonstrate a cooperative and flexible approach to play.	
APL5.3a Occasionally joins in cooperative play and learning in a group setting.	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
APL5.3b Plans, initiates, and completes cooperative activities with adult guidance.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
APL5.3c Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance.	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
APL5.3d Demonstrates emerging flexibility in his/her approach to play and learning.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed

Cognitive Development and General Knowledge	
36-48 Months	
CD-MA. Mathematics	
Number and Quantity Standard	
CD-MA1: The child will organize, represent, and build knowledge of quantity and number.	
CD-MA1.3a Recites numbers up to 10 in sequence.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
CD-MA1.3b Recognizes numerals and quantities in the everyday environment.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 5 by name and connects each to counted objects
CD-MA1.3c Matches numerals to sets of objects with the same number, 0-5.	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CD-MA1.3d Identifies quantity and comparisons of quantity.	Uses number concepts and operations Quantifies 5 emerging to 6. 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
CD-MA1.3e Quickly recognizes and names how many items are in a set up to three items.	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CD-MA2: The child will manipulate, compare, and describe relationships using quantity and number.	
CD-MA2.3a Matches two equal sets using one-to-one correspondence independently.	Uses number concepts and operations Quantifies 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

CD-MA2.3b Counts up to five objects using one-to-one correspondence with adult guidance.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
CD-MA2.3c Recognizes that objects or sets can be combined or separated.	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CD-MA2.3d Participates in creating and using real and pictorial graphs or other simple representations of data.	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is
Measurement and Comparison	
CD-MA3: The child will explore and communicate about distance, weight, length, height, and time.	
CD-MA3.3a Labels objects using size words.	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 Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
CD-MA3.3b Compares two or more objects using a single attribute, such as length, weight, and size and matches items of similar sizes.	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 Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
CD-MA3.3c Uses a variety of standard and non-standard tools to measure object attributes with assistance.	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

CD-MA3.3d. Predicts upcoming events from prior knowledge.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
CD-MA4: The child will sort, order, classify, and create patterns.	
CD-MA4.3a Independently orders objects using one characteristic.	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
CD-MA4.3b Sorts objects by one attribute such as color, shape or size.	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
CD-MA4.3c Identifies and duplicates simple, repeating patterns.	Demonstrates knowledge of patterns Copies simple repeating patterns
Geometry and Spatial Thinking	
CD-MA5: The child will explore, recognize, and describe spatial relationships between objects.	
CD-MA5.3a Follows simple directions which demonstrates an understanding of directionality, order and position of objects.	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (beside, between, next to)
CD-MA5.3b Begins using more deliberate manipulation to fit objects together.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
CD-MA6: The child will explore, recognize, and describe shapes and shape concepts.	
CD-MA6.3a Recognizes basic, two-dimensional shapes in the environment independently.	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

Mathematical Reasoning	
CD-MA7: The child will use mathematical problem solving, reasoning, estimation, and communication.	
CD-MA7.3a Practices estimating using mathematical terms and numbers with adult assistance.	<p>Uses number concepts and operations</p> <p>Quantifies</p> <p>Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
CD-MA7.3b Shows interest in solving mathematical problems.	<p>Demonstrates positive approaches to learning</p> <p>Solves problems</p> <p>Observes and imitates how other people solve problems; asks for a solution and uses it</p>
CD-MA7.3c Uses emerging reasoning skills to determine a solution to a mathematical problem.	<p>Demonstrates positive approaches to learning</p> <p>Shows curiosity and motivation</p> <p>Explores and investigates ways to make something happen</p>

CD-SC. Science	
Scientific Skills and Methods Standard	
CD-SC1: The child will demonstrate scientific inquiry skills.	
CD-SC1.3a Uses senses to observe and experience objects and environment.	Uses scientific inquiry skills
CD-SC1.3b Uses simple tools to experiment and observe.	Uses tools and other technology to perform tasks
CD-SC1.3c Records observations through drawings or dictations with adult guidance.	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is
CD-SC1.3d Participates in simple experiments and discusses scientific properties.	Uses scientific inquiry skills
Earth and Space	
CD-SC2: The child will demonstrate knowledge related to dynamic properties of the earth and sky.	
CD-SC2.3a Investigates and asks questions about the properties of water using adult and child-directed activities.	Demonstrates knowledge of the physical properties of objects and materials
CD-SC2.3b Investigates properties of rocks, soil, sand, and mud using adult and child-directed activities.	Demonstrates knowledge of Earth's environment
CD-SC2.3c Asks questions/shows curiosity about objects in the sky and describes appropriate day time and night time activities.	Demonstrates knowledge of Earth's environment
CD-SC2.3d Observes and discusses changes in weather from day to day.	Demonstrates knowledge of Earth's environment

Living Creatures	
CD-SC3: The child will demonstrate knowledge related to living things and their environments.	
CD-SC3.3a Observes and explores a variety of animals and plants and their environments and life cycles.	Demonstrates knowledge of the characteristics of living things
CD-SC3.3b Identifies the physical properties of some living and non-living things.	Demonstrates knowledge of the characteristics of living things
CD-SC3.3c Identifies and describes the functions of a few body parts.	Demonstrates knowledge of the characteristics of living things
Physical Science	
CD-SC4: The child will demonstrate knowledge related to physical science.	
CD-SC4.3a Independently investigates objects and toys that require positioning and movement.	Uses scientific inquiry skills
CD-SC4.3b Investigates different types or speeds of motion.	Demonstrates knowledge of the physical properties of objects and materials
CD-SC4.3c Explores and identifies physical properties and states of matter of common classroom objects.	Demonstrates knowledge of the physical properties of objects and materials
CD-SC4.3d Uses classroom objects that function as simple machines.	Uses tools and other technology to perform tasks
Interaction with the Environment	
CD-SC5: The child will demonstrate and awareness of and the need to protect his/her environment.	
CD-SC5.3a Participates in efforts to protect the environment.	Demonstrates knowledge of Earth's environment

CD-SS. Social Studies	
Family	
CD-SS1: The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.	
CD-SS1.3a Identifies self in relationship to his/her family unit.	Demonstrates knowledge about self
CD-SS1.3b Identifies similarities and differences between self and others.	Shows basic understanding of people and how they live
People and Community	
CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of others' culture and ethnicity.	
CD-SS2.3a Remembers rules of the classroom community and displays appropriate social behavior.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
CD-SS2.3b Explains traditions and cultural celebrations of his/her own family.	Demonstrates knowledge about self
CD-SS2.3c Asks simple questions about others' cultures.	Shows basic understanding of people and how they live
CD-SS3: The will demonstrate an awareness of geography in his/her community.	
CD-SS3.3a Identifies locations of people and objects.	Demonstrates simple geographic knowledge
CD-SS3.3b Identifies and describes some aspects of his/her community.	Demonstrates simple geographic knowledge

CD-SS4: The child will demonstrate an awareness of economics in his/her community.	
CD-SS4.3a Completes jobs to contribute to his/her community.	Shows basic understanding of people and how they live
CD-SS4.3b Recognizes a variety of occupations and work associated with them.	Shows basic understanding of people and how they live
CD-SS4.3c Recognizes that people work to earn a living.	Shows basic understanding of people and how they live
CD-SS4.3d Explores the uses of technology.	Uses tools and other technology to perform tasks
History and Events	
CD-SS5: The child will understand the passage of time and how events are related.	
CD-SS5.3a Recognizes and describes sequence of events.	Explores change related to familiar people or places

CD-CR. Creative Development	
Creative Movement and Dance	
CD-CR1: The child will participate in dance to express creativity.	
CD-CR1.3a Repeats choreographed movements and begins to express creativity in movements.	Explores dance and movement concepts
Visual Arts	
CD-CR2: The child will create, observe, and analyze visual art forms to develop artistic expression.	
CD-CR2.3a Uses a variety of tools and art media to express individual creativity.	Explores the visual arts
CD-CR2.3b Observes and discusses visual art work.	Explores the visual arts
CD-CR2.3c Shares ideas about personal creative work.	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is Explores the visual arts
Music	
CD-CR3: The child will use his/her voice, instruments, and objects to musically express creativity.	
CD-CR3.3a Participates in classroom activities with musical instruments and singing to express creativity.	Explores musical concepts and expression
Drama	
CD-CR4: The child will use drama to express creativity.	
CD-CR4.3a Participates in dramatic play presentations with adult guidance.	Explores drama through actions and language
CD-CR4.3b Re-creates a familiar story using action and objects (props) individually or cooperatively.	Explores drama through actions and language
CD-CR4.3c Creates various voice inflections and facial expressions in play.	Explores drama through actions and language
CD-CR4.3d Identifies real and make-believe situations through dramatic play.	Explores drama through actions and language

CD-CP. Cognitive Processes	
Thinking Skills	
CD-CP1: The child will demonstrate awareness of cause and effect.	
CD-CP1.3a Intentionally carries out an action with an understanding of the effect it will cause.	Uses scientific inquiry skills
CD-CP1.3b Expresses beginning understanding of reasoning skills.	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
CD-CP2: The child will use prior knowledge to build new knowledge.	
CD-CP2.3a Uses objects as intended in new activities.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
CD-CP2.3b Uses observation and imitation to acquire knowledge.	Uses scientific inquiry skills
CD-CP2.3c Identifies familiar objects and people in new situations.	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
CD-CP2.3d Uses clues and sequence of events to infer and predict what will happen next.	Uses scientific inquiry skills
CD-CP2.3e Discusses how new learning related to concrete objects is based on prior knowledge.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation

Problem Solving	
CD-CP3: The child will demonstrate problem solving skills.	
CD-CP3.3a Demonstrates multiple uses for objects to solve problems.	<p>Demonstrates positive approaches to learning</p> <p>Shows flexibility and inventiveness in thinking</p> <p>Changes plans if a better idea is thought of or proposed</p>
CD-CP3.3b Asks questions and tests different possibilities to determine the best solution to a problem.	<p>Demonstrates positive approaches to learning</p> <p>Solves problems</p> <p>Observes and imitates how other people solve problems; asks for a solution and uses it</p> <p>Demonstrates positive approaches to learning</p> <p>Shows flexibility and inventiveness in thinking</p> <p>Uses creativity and imagination during play and routine tasks</p>