

Alignment of



The Creative Curriculum® *for* Preschool



WITH

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With
New Jersey Birth to Three Early Learning Standards

This document aligns the content in the *New Jersey Birth to Three Early Learning 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

- The New Jersey Council for Young Children. (2012). New Jersey birth to three early learning standards. Trenton, NJ: The Birth to Eight Early Learning and Development Standards Committee. Retrieved April 11, 2013 from <http://www.state.nj.us/education/ece/guide/standards/birth/standards.pdf>
- Teaching Strategies, LLC. (2010). *The Creative Curriculum*® for preschool. Washington, DC: Author.

<i>New Jersey Birth to Three Early Learning Standards</i>	<i>How The Creative Curriculum® for Preschool meets New Jersey Birth to Three Early Learning Standards</i>
Social and Emotional Development	
Birth to 36 months Indicators	
Feelings of comfort, support and stability from others	
Engages in behaviors that build relationships with familiar adults	Establishes and sustains positive relationships. Forms relationships with adults Demonstrates a secure attachment to one or more adults
Shows preference for familiar adults	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Reacts to unfamiliar adults	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Seeks ways to find comfort in new situations	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Shows emotional connection and attachment to others	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Individual's perception of self	
Expresses feelings and emotions through facial expressions, sounds, gestures or words	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Begins to develop awareness of self as separate from others	Demonstrates knowledge about self
Shows confidence in increasing abilities	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

Ability to manage one's physical and emotional reactions to internal sensations or external events	
Begins to manage own actions, emotions and behavior	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Develops ability to cope with stress and strong emotions	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
Begins to understand simple routines, rules or limitations	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Social connections with other children and adults	
Shows interest in and awareness of peers and adults	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Responds to and interacts with other peers and adults	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups
Begins to recognize and respond to the feelings and emotions of peers and adults	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Begins to show care and concern for others	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others

Uses social interactions, facial expressions, gestures or words to express feelings, needs and wants	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Begins to use imitation or pretend play to learn and practice new roles and relationships	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
Approaches to Learning	
Birth to 36 Months Indicators	
Interest in things and people in the environment	
Shows interest in and actively explores the environment	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Shows eagerness and curiosity as a learner	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Seeks to discover and learn new things	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Continuing to work at challenging tasks or activities even when encountering obstacles	
Attends to and tries to reproduce interesting events	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
Maintains social contact by continuing to engage with caregiver	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults

Attempts challenging tasks with or without adult help	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
Explores thoroughly and tries to solve problems even when encountering obstacles	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
Developing ability to invent and try new things	
Uses unusual ways to explore people or objects in the environment	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Finds new things to do with familiar objects	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Uses imagination in playful, silly or messy ways	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Ability to engage others in interaction and start actions or behaviors	
Shows initiative by engaging others in interaction	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children 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
Takes action without being directed by others	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Demonstrates initiative by making choices	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

Language Development and Communication	
Birth to 36 Months Indicators	
Attending to and understanding language and other forms of communication from others	
Shows interest in listening to sounds	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Listens with interest to language of others	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others
Responds to verbal communication of others	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Responds to nonverbal communication of others	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Understands gestures, words, phrases or questions	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
Producing and expressing language including sounds, gestures, signs, words and phrases	
Uses sounds, gestures or actions to express needs and wants	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs

Uses consistent sounds, gestures, signs or words to communicate	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p> <p>Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people</p>
Imitates sounds, gestures, signs, words or phrases	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p> <p>Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people</p>
Uses sounds, signs, words or phrases for a variety of purposes	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p>
Takes turns using language in simple back and forth conversations	<p>Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations</p>
Developing skills and behaviors that relate to later reading and writing	
Shows interest in songs, rhymes and stories	<p>Demonstrates phonological awareness Notifies and discriminates rhyme Joins in rhyming songs and games</p>
Shows interest in photos, pictures and drawings	<p>Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs</p>
Develops interest in and involvement with books and other print materials	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books</p>

Begins to recognize and understand symbols such as those used in writing	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
Cognitive Development	
Birth to 36 Months Indicators	
Attending to and exploring people, objects and events especially those that are novel or unusual	
Pays attention to people and objects	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Uses senses to explore people, objects and the environment	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Attends to colors, shapes, patterns or pictures	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds Explores the visual arts
Shows interest and curiosity in new people and objects	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Makes things happen and watches for results or repeats action	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen

Ability to process, retain and recall information	
Shows ability to acquire new information and use it at a later time	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
Recognizes familiar people, places and things	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Recalls and uses information in new situations	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
Searches for missing or hidden objects	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Using cognitive abilities to find a solution to everyday problems	
Experiments with different uses for objects	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Shows imagination and creativity in solving problems	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Uses a variety of strategies to solve problems	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
Applies knowledge to new situations	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation

Copying the sounds, gestures or behaviors of others and using objects to represent something else during play.	
Observes and imitates sounds, gestures or behavior	<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways</p> <p>Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props</p>
Uses objects to represent other things	<p>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</p>
Uses imitation or pretend play to express creativity and imagination	<p>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</p>
Physical and Motor Development	
Birth to 36 Months Indicators	
Body movements and skills that involve the arms and legs or the whole body	
Moves body, arms and legs with coordination	<p>Demonstrates traveling skills Moves to explore immediate environment</p>
Demonstrates large muscle balance, stability, control and coordination	<p>Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements</p>
Develops increasing ability to change positions and move body from place to place	<p>Demonstrates traveling skills Moves purposefully from place to place with control</p>
Moves body with purpose to achieve a goal	<p>Demonstrates traveling skills Moves purposefully from place to place with control</p>

Physical movements and skills that involve the feet, hands and fingers	
Uses hands or feet to manipulate objects and make contact with people	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Develops small muscle control and coordination	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Demonstrates integration of the senses	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
Uses different actions on objects	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Controls small muscles in hands when doing simple tasks	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Physical growth and basic health needs, contributing to positive feelings and attitudes	
Shows characteristics of healthy development	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Responds when physical needs are met	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Expresses physical needs non-verbally or verbally	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Participates in physical care routines	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

Begins to develop self-help skills	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Begins to understand safe and unsafe behaviors	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders