



Alignment of



---

# The Creative Curriculum<sup>®</sup> *for* Preschool

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WITH

**Alignment of *The Creative Curriculum*<sup>®</sup> for Preschool  
With  
*Texas Prekindergarten Guidelines***

This document aligns the content in the *Texas Prekindergarten Guidelines* with the goals and ideals of *The Creative Curriculum*<sup>®</sup> for Preschool. *The Creative Curriculum*<sup>®</sup> 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**

Teaching Strategies, LLC. (2010). *The Creative Curriculum*<sup>®</sup> for preschool. Washington, DC: Author.

Texas Education Agency. (2008). *Texas prekindergarten guidelines*. Austin, TX: Author. Retrieved April 30, 2013 from <http://www.tea.state.tx.us/index2.aspx?id=2147495508>

<i>Texas Prekindergarten Guidelines</i>	<i>How The Creative Curriculum® for Preschool meets Texas Prekindergarten Guidelines</i>
<b>Prekindergarten</b>	
<b>Social and Emotional Development</b>	
<b>A. Self Concept Skills</b>	
I.A.1. Child is aware of where own body is in space, respects personal boundaries.	Demonstrates knowledge about self
I.A.2. Child shows awareness of areas of competence and describes self positively in what he is able to do.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
I.A.3. Child shows reasonable opinion of his own abilities and limitations.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks  Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
<b>B. Self Control Skills</b>	
<b>1. Behavior Control</b>	
I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
I.B.1.b. Child takes care of and manages classroom materials.	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

I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time
<b>2. Emotional Control</b>	
I.B.2.a. Child begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> .	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
I.B.2.b. Child is aware of own feelings most of the time.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time
<b>3. Control of Attention</b>	
I.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
<b>C. Social Competence Skills</b>	
I.C.1. Child uses positive relationships as modeled by his teacher for her own pro-social behaviors.	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
I.C.2. Child assumes various roles and responsibilities as part of a classroom community.	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
I.C.3. Child shows competence in initiating social interactions.	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children

I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	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
I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
I.C.6. Child demonstrates empathy and caring for others.	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
I.C.7. Child begins to have meaningful friends.	Establishes and sustains positive relationships Makes friends Establishes a special friendship with one other child, but the friendship might only last a short while
<b>D. Social Awareness Skills</b>	
I.D.1. Child demonstrates an understanding that others have specific characteristics.	Shows basic understanding of people and how they live
I.D.2. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	Establishes and sustains positive relationships Responds to emotional cues Recognizes that others' feelings about a situation might be different from his or her own

<b>Language and Communication</b>	
<b>A. Listening Comprehension Skills</b>	
II.A.1. Child shows understanding by responding appropriately.	<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>
II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.	<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>
II.A.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).	<p>Demonstrates progress in listening to and understanding English</p> <p>Responds to words and phrases in English when they are not accompanied by gestures or other visual aids</p>
<b>B. Speaking (Conversation) Skills</b>	
II.B.1. Child is able to use language for different purposes.	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</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>
II.B.2. Child engages in conversations in appropriate ways.	<p>Uses appropriate conversational and other communication skills</p> <p>Engages in conversations</p> <p>Engages in conversations of at least three exchanges</p>
II.B.3. Child provides appropriate information for various situations.	<p>Remembers and connects experiences</p> <p>Recognizes and recalls</p> <p>Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p>

II.B.4. Child demonstrates knowledge of verbal conversational rules.	<ul style="list-style-type: none"> <li>Uses appropriate conversational and other communication skills</li> <li>Uses social rules of language <ul style="list-style-type: none"> <li>Uses acceptable language and social rules while communicating with others; may need reminders</li> </ul> </li> </ul>
II.B.5. Child demonstrates knowledge of nonverbal conversational rules.	<ul style="list-style-type: none"> <li>Uses appropriate conversational and other communication skills</li> <li>Uses social rules of language <ul style="list-style-type: none"> <li>Uses acceptable language and social rules while communicating with others; may need reminders</li> </ul> </li> </ul>
II.B.6. Child matches language to social contexts.	<ul style="list-style-type: none"> <li>Uses appropriate conversational and other communication skills</li> <li>Uses social rules of language <ul style="list-style-type: none"> <li>Uses acceptable language and social rules while communicating with others; may need reminders</li> </ul> </li> </ul>
<b>C. Speech Production Skills</b>	
II.C.1. Child's speech is understood by both the teacher and other adults in the school.	<ul style="list-style-type: none"> <li>Uses language to express thoughts and needs</li> <li>Speaks clearly <ul style="list-style-type: none"> <li>Is understood by most people; may mispronounce new, long, or unusual words</li> </ul> </li> </ul>
II.C.2. Child perceives differences between similar sounding words.	<ul style="list-style-type: none"> <li>Demonstrates phonological awareness <ul style="list-style-type: none"> <li>Notices and discriminates rhyme <ul style="list-style-type: none"> <li>Decides whether two words rhyme</li> </ul> </li> </ul> </li> <li>Demonstrates phonological awareness <ul style="list-style-type: none"> <li>Notices and discriminates alliteration <ul style="list-style-type: none"> <li>Shows awareness that some words begin the same way</li> </ul> </li> </ul> </li> </ul>
II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).	<ul style="list-style-type: none"> <li>Demonstrates progress in speaking English <ul style="list-style-type: none"> <li>Repeats sounds and words in English, sometimes very quietly</li> </ul> </li> </ul>

<b>D. Vocabulary Skills</b>	
II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.	Listens to and understands increasingly complex language Follows directions Follows detailed, instructional, multistep directions
II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories
II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
II.D.5. Child uses category labels to understand how the words/objects relate to each other.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items  Uses classification skills Groups objects by one characteristic, then regroups them using a different characteristic and indicates reason.
II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.	Demonstrates progress in listening to and understanding English Responds to words and phrases in English when they are not accompanied by gestures or other visual aids  Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase

<b>E. Sentences and Structure Skills</b>	
II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
II.E.3. Child uses sentences with more than one phrase.	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
II.E.4. Child combines more than one idea using complex sentences.	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).	Demonstrates progress in listening to and understanding English Responds to common English words and phrases when they are accompanied by gestures or other visual aids
II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL).	Demonstrates progress in speaking English Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL).	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase

<b>Emergent Literacy Reading</b>	
<b>A. Motivation to Read Skills</b>	
III.A.1. Child engages in pre-reading and reading-related activities.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.	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  Demonstrates knowledge of print and its uses Uses print concepts Indicates where to start reading and the direction to follow
III.A.3. Child asks to be read to or asks the meaning of written text.	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
<b>B. Phonological Awareness Skills</b>	
III.B.1. Child separates a normally spoken four- word sentence into individual words.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate words in sentences
III.B.2. Child combines words to make a compound word.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words

III.B.3. Child deletes a word from a compound word.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words
III.B.4. Child combines syllables into words.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words
III.B.5. Child can delete a syllable from a word.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words
III.B.6. Child can produce a word that rhymes with a given word.	Demonstrates phonological awareness Notices and discriminates rhyme Decides whether two words rhyme
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	Demonstrates phonological awareness Notices and discriminates alliteration Matches beginning sounds of some words
III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime
III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime
III.B.10. Child recognizes and blends two phonemes into real words with pictorial support.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends individual phonemes in words
<b>C. Alphabet Knowledge Skills</b>	
III.C.1. Child names at least 20 upper and at least 20 lower case letters.	Demonstrates knowledge of the alphabet Identifies and names letters Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
III.C.2. Child recognizes at least 20 letter sounds.	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Produces the correct sounds for 10–20 letters

III.C.3. Child produces the correct sounds for at least 10 letters.	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Produces the correct sounds for 10–20 letters
<b>D. Comprehension of Text Read Aloud Skills</b>	
III.D.1. Child retells or reenacts a story after it is read aloud.	Comprehends and responds to books and other texts Retells stories Retells a familiar story in proper sequence, including major events and characters
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
III.D.3. Child asks and answers appropriate questions about the book.	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
<b>Emergent Literacy Writing</b>	
<b>A. Motivation to Write Skills</b>	
IV.A.1. Child intentionally uses scribbles/writing to convey meaning.	Demonstrates emergent writing skills Writes to convey meaning Letter strings
<b>B. Independently Conveys Meaning Skills</b>	
IV.B.1. Child independently uses letters or symbols to make words or parts of words.	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
IV.B.2. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.	Demonstrates emergent writing skills Writes name Partially accurate name

<b>C. Forms Letters Skills</b>	
IV.C.1. Child independently writes some letters on request (not necessarily well-formed).	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
<b>D. Concepts about Print Skills</b>	
IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.	Demonstrates emergent writing skills Writes to convey meaning Letter strings
<b>Mathematics</b>	
<b>A. Counting Skills</b>	
V.A.1. Child knows that objects, or parts of an object, can be counted.	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
V.A.2. Child uses words to rote count from 1 to 30.	Uses number concepts and operations Counts Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
V.A.3. Child counts 1-10 items, with one count per item.	Uses number concepts and operations Counts 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
V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	Uses number concepts and operations Counts 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

V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.	Uses number concepts and operations Counts 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
V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.	Uses number concepts and operations Counts 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
V.A.7. Child uses the verbal ordinal terms.	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
V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 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
V.A.9. Child recognizes one-digit numerals, 0-9.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects
<b>B. Adding To/Taking Away Skills</b>	
V.B.1. Child uses concrete models or makes a verbal word problem for adding up to 5 objects.	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
V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.	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
V.B.3. Child uses informal strategies to share or divide up to 10 items equally.	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

<b>C. Geometry and Spatial Sense Skills</b>	
V.C.1. Child names common shapes.	Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)
V.C.2. Child creates shapes.	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
V.C.3. Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance
V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
<b>D. Measurement Skills</b>	
V.D.1. Child recognizes and compares heights or lengths of people or objects.	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
V.D.2. Child recognizes how much can be placed within an object.	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
V.D.3. Child informally recognizes and compares weights of objects or people.	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

V.D.4. Child uses language to describe concepts associated with the passing of time.	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
<b>E. Classification and Patterns Skills</b>	
V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
V.E.2. Child collects data and organizes it in a graphic representation.	Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols
V.E.3. Child recognizes and creates patterns.	Demonstrates knowledge of patterns Extends and creates simple repeating patterns
<b>Science</b>	
<b>A. Physical Science Skills</b>	
VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects.	Uses scientific inquiry skills Demonstrates knowledge of the physical properties of objects and materials
VI.A.2. Child investigates and describes position and motion of objects.	Demonstrates knowledge of the physical properties of objects and materials
VI.A.3. Child uses simple measuring devices to learn about objects.	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools  Uses tools and other technology to perform tasks
VI.A.4. Child investigates and describes sources of energy including light, heat, and electricity.	Demonstrates knowledge of the physical properties of objects and materials

<b>B. Life Sciences Skills</b>	
VI.B.1. Child identifies and describes the characteristics of organisms.	Demonstrates knowledge of the characteristics of living things
VI.B.2. Child describes life cycles of organisms.	Demonstrates knowledge of the characteristics of living things
VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.	Demonstrates knowledge of the characteristics of living things
<b>C. Earth and Space Science Skills</b>	
VI.C.1. Child identifies, compares, discusses earth materials, and their properties and uses.	Demonstrates knowledge of Earth's environment
VI.C.2. Child identifies, observes, and discusses objects in the sky.	Demonstrates knowledge of Earth's environment
VI.C.3. Child observes and describes what happens during changes in the earth and sky.	Demonstrates knowledge of Earth's environment
VI.C.4. Child demonstrates the importance of caring for our environment and our planet.	Demonstrates knowledge of Earth's environment
<b>D. Personal Safety and Health Skills</b>	
VI.D.1. Child practices good habits of personal safety.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
VI.D.2. Child practices good habits of personal health and hygiene.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
VI.D.3. Child identifies good habits of nutrition and exercise.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being

<b>Social Studies</b>	
<b>A. People, Past and Present Skills</b>	
VII.A.1. Child identifies similarities and differences in characteristics of people.	Shows basic understanding of people and how they live
VII.A.2. Child identifies similarities and differences in characteristics of families.	Shows basic understanding of people and how they live
VII.A.3. Child organizes their life around events, time, and routines.	Explores change related to familiar people or places
<b>B. Economic Skills</b>	
VII.B.1. Child demonstrates that all people need food, clothing, and shelter.	Shows basic understanding of people and how they live
VII.B.2. Child participates in activities to help them become aware of what it means to be a consumer.	Shows basic understanding of people and how they live
VII.B.3. Child discusses the roles and responsibilities of community workers.	Shows basic understanding of people and how they live
<b>C. Geography Skills</b>	
VII.C.1. Child identifies and creates common features in her immediate environment.	Demonstrates simple geographic knowledge
<b>D. Citizenship Skills</b>	
VII.D.1. Child identifies flags of the United States and Texas.	Shows basic understanding of people and how they live
VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence.	Shows basic understanding of people and how they live
VII.D.3. The child engages in voting as a method for group decision-making.	Shows basic understanding of people and how they live
VII.D.4. The child identifies similarities among people like himself and classmates as well as among himself and people from other cultures.	Demonstrates knowledge about self Shows basic understanding of people and how they live

<b>Fine Arts</b>	
<b>A. Art Skills</b>	
VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.	Explores the visual arts
VIII.A.2. Child uses art as a form of creative self-expression and representation.	Explores the visual arts
VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.	Explores the visual arts
<b>B. Music Skills</b>	
VIII.B.1. Child participates in classroom music activities.	Explores musical concepts and expression
VIII.B.2. Child responds to different musical styles through movement and play.	Explores musical concepts and expression Explores dance and movement concepts
<b>C. Dramatic Expression Skills</b>	
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.	Explores drama through actions and language
<b>Physical Development</b>	
<b>A. Gross Motor Development Skills</b>	
IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	Demonstrates traveling skills Coordinates complex movements in play and games  Demonstrates balancing skills Sustains balance during complex movement experiences
IX.A.2. Child coordinates sequence of movements to perform tasks.	Demonstrates traveling skills Coordinates complex movements in play and games  Demonstrates balancing skills Sustains balance during complex movement experiences  Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with a full range of motion  Explores dance and movement concepts

<b>B. Fine-Motor Development Skills</b>	
IX.B.1. Child shows control of tasks that require small-muscle strength and control.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.	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
<b>Technology</b>	
<b>A. Technology and Devices Skills</b>	
X.A.1. Child opens and navigates through software programs designed to enhance development of appropriate concepts.	Uses tools and other technology to perform tasks
X.A.2. Child uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM.	Uses tools and other technology to perform tasks
X.A.3. Child operates voice/sound recorders and touch screens.	Uses tools and other technology to perform tasks
X.A.4. Child uses software applications to create and express own ideas.	Uses tools and other technology to perform tasks
X.A.5. Child recognizes that information is accessible through the use of technology	Uses tools and other technology to perform tasks