



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

**Alignment of *The Creative Curriculum*[®] for Preschool
With
*Iowa Early Learning Standards***

This document aligns the content in the *Iowa 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

Early Childhood Iowa. (2012). *Iowa early learning standards*. Des Moines, IA: Retrieved from http://www.state.ia.us/earlychildhood/files/early_learning_standarda/IELS_2013.pdf

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

<i>Iowa Early Learning Standards</i>	<i>How The Creative Curriculum® for Preschool meets Iowa Early Learning Standards</i>
Physical Well-Being and Motor Development	
Preschool	
8.1. Living Children understand healthy and safe living practices.	
1. begins to recognize and select healthy foods.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
2. follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
3. develops appropriate balance between rest and physical activity as part of a healthy lifestyle.	Demonstrates knowledge about self
4. demonstrates safe behaviors regarding environment (e.g., stranger, tornado, fire, traffic), substances (e.g., drugs, poisons), and objects (e.g., guns, knives, scissors).	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
5. communicates safety rules and the reasons for them.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
8.2. Children develop large motor skills.	
1. demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.	Demonstrates traveling skills Coordinates complex movements in play and games Demonstrates balancing skills Sustains balance during complex movement experiences
2. demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing balls.	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
3. expresses enjoyment in participating in physical experiences.	Demonstrates knowledge about self

8.3. Children develop small motor skills.	
1. uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials such as beads, pegs, shoelaces, and puzzle pieces.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
2. demonstrates increased skills in using scissors and writing tools for various learning experiences.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements

Approaches to Learning	
Preschool	
9.1. Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.	
1. deliberately chooses to explore a variety of materials and experiences, seeking out new challenges.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
2. participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
3. asks questions about a variety of topics.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
4. repeats skills and experiences to build competence and support the exploration of new ideas.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful

9.2. Children purposefully choose and persist in experiences and play.	
1. persists in and completes a variety of both adult-directed and child-initiated tasks, projects, and experiences of increasing degrees of difficulty.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
2. maintains concentration on a task despite distractions and interruptions.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
3. sets goals and follows a plan in order to complete a task.	Demonstrates positive approaches to learning Persists Plans and pursues own goal until it is reached
4. chooses to participate in play and learning experiences.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
9.3. Children demonstrate strategies for reasoning and problem solving.	
1. shows interest in and finds a variety of solutions to questions, tasks, or problems.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
2. recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.	Demonstrates positive approaches to learning Solves problems Thinks problems through, considering several possibilities and analyzing results Demonstrates positive approaches to learning Shows curiosity and motivation Uses a variety of resources to find answers to questions
3. shares ideas or makes suggestions of how to solve a problem presented by another person.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items

9.4. Children engage in play to learn.	
1. participates in a variety of indoor and outdoor play experiences that increase strength, endurance, and flexibility.	<p>Demonstrates traveling skills Moves purposefully from place to place with control</p> <p>Demonstrates balancing skills Sustains balance during simple movement experiences</p> <p>Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements</p>
2. uses sights, smells, sounds, textures, and tastes to discriminate between and explore experiences, materials, and the environment.	Uses scientific inquiry skills
3. engages in child-initiated, unstructured play.	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas</p>
4. plans and executes play experiences alone and with peers.	<p>Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children</p> <p>Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas</p>

Social and Emotional Development	
Preschool	
10.1. Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.	
1. expresses a positive sense of self in terms of specific abilities.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Demonstrates knowledge about self
2. expresses needs, wants, opinions, and feelings in socially appropriate ways.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Demonstrates knowledge about self
3. demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
4. recognizes own power to make choices.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Demonstrates knowledge about self
10.2. Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.	
1. demonstrates the ability to monitor his/her own behavior and its effects on others, following and contributing to adult expectations.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
2. persists with difficult tasks without becoming overly frustrated.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful

3. begins to accept consequences of his/her own actions.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
4. manages transitions and changes to routines.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
5. states feelings, needs, and opinions in difficult situations without harming self, others, or property.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
6. expresses an increasing range and variety of emotions, and transitions between feeling states become smoother.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
10.3. Children relate positively with significant adults.	
1. interacts comfortably with familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
2. accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
3. expresses affection toward familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults

4. shows trust in familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
5. seeks help, as needed, from familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
10.4. Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.	
1. initiates and sustains positive interactions with peers.	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
2. develops friendships with other peers.	Establishes and sustains positive relationships Makes friends Establishes a special friendship with one other child, but the friendship might only last a short while
3. negotiates with others to resolve disagreements.	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
4. starts to demonstrate turn taking and sharing with others.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
5. expresses empathy to peers.	Establishes and sustains positive relationships Responds to emotional cues Recognizes that others' feelings about a situation might be different from his or her own

6. accepts consequences of his/her actions.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
7. recognizes how behaviors can affect others.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
8. demonstrates caring behaviors.	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others

Communication, Language, and Literacy	
Preschool	
11.1. Children understand and use communication and language for a variety of purposes.	
1. demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.	<p>Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p>
2. initiates, listens, and responds in relationship to the topics of conversations with peers and adults.	<p>Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges</p>
3. speaks in phrases and sentences of increasing length and complexity.	<p>Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
4. follows oral directions that involve several actions.	<p>Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences</p>
5. asks and answers a variety of questions.	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p>
6. demonstrates knowledge of the rules of conversations such as taking turns while speaking.	<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>

The child, who is an English language learner, also:	
7. uses their home language to communicate with people who speak the same home language.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
8. demonstrates receptive (listening) English language skills to be able to comprehend the English language.	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
9. demonstrates expressive (speaking) English language skills to build speaking capabilities in English.	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
10. demonstrates engagement in English literacy activities to be able to understand and respond to books, storytelling, and songs presented in English.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
11.2. Children engage in early reading experiences.	
1. expresses an interest and enjoyment in listening to books and attempts to read familiar books.	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
2. displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).	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
3. shows an awareness of environmental print such as pointing to familiar words or letters.	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
4. identifies some alphabet letters by their shapes, especially those in his or her own name.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
5. recognizes the printed form of his or her name in a variety of contexts.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name

<p>6. shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters.</p>	<p>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</p> <p>Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts</p>
<p>7. demonstrates awareness that language is made up of words, parts of words, and sounds in words.</p>	<p>Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p>11.3. Children engage in early writing experiences.</p>	
<p>1. attempts to communicate with others using scribbles, shapes, pictures, and/or letters in writing.</p>	<p>Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms</p>
<p>2. experiments with a variety of writing tools such as pencils, crayons, brushes, and chalk.</p>	<p>Uses tools and other technology to perform tasks</p>
<p>3. uses expressive (speaking) language to share intended meaning of drawings and writing.</p>	<p>Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is</p>
<p>4. starts to demonstrate interest in learning to write letters, especially the letters in his/her name.</p>	<p>Demonstrates emergent writing skills Writes name Mock letters or letter-like forms</p>

Mathematics and Science	
Preschool	
12.1. Children understand counting, ways of representing numbers, and relationships between quantities and numerals.	
1. counts to five.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
2. counts objects, pointing to each one correctly while counting.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
3. uses language such as more or less to compare quantities.	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
4. begins to recognize small quantities without counting them.	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
5. starts recognizing and naming of numbers.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 5 by name and connects each to counted objects
12.2. Children understand patterns.	
1. recognizes and creates patterns moving from simple to complex.	Demonstrates knowledge of patterns Extends and creates simple repeating patterns
2. predicts what comes next in a pattern.	Demonstrates knowledge of patterns Extends and creates simple repeating patterns

12.3. Children understand shapes and spatial relationships.	
1. demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (beside, between, next to)
2. identifies 2- and 3- dimensional shapes.	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
3. notices characteristics, similarities, and differences among shapes, such as corners, points, edges, and sides.	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
4. notices how shapes fit together and can be taken apart to form other 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
12.4. Children observe, describe, and predict the world around them.	
1. notices, describes, and makes comparisons in the natural and designed world.	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 Demonstrates knowledge of the physical properties of objects and materials
2. uses scientific tools such as balance scales, measuring tapes, hand lenses, and microscopes to extend the senses and aid understanding.	Uses tools and other technology to perform tasks
3. makes close observations of living and non-living things.	Uses scientific inquiry skills
4. organizes, classifies, and records information drawn from observations.	Uses scientific inquiry skills
5. uses data from observations to describe the world including patterns, cause and effect relationships, and predictions.	Uses scientific inquiry skills

12.5. Children plan and carry out investigations to answer questions and test solutions to problems.	
1. asks questions of the natural and designed world that can be answered through direct investigation.	Uses scientific inquiry skills
2. plans and carries out investigations.	Uses scientific inquiry skills
3. makes close observations to determine causes of problems.	Uses scientific inquiry skills
4. uses evidence collected from investigations to evaluate results.	Uses scientific inquiry skills
5. communicates results of investigation to others.	Uses scientific inquiry skills
12.6. Children understand comparisons and measurement.	
1. sorts, classifies, and puts objects in series, using a variety of properties.	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
2. makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area, using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.	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
3. measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is.	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
4. develops an awareness of simple time concepts within his/her daily life such as yesterday, today, tomorrow, morning, afternoon, and night.	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

Creative Arts	
Preschool	
13.1. Children participate in a variety of art and sensory-related experiences.	
1. uses a variety of drawing and art materials, such as drawing utensils, paint, clay, and wood to create original works, form, and meaning.	Explores the visual arts
2. expresses ideas about his/her own artwork and the artwork of others, relating artwork to what is happening in the environment or life experiences.	Explores the visual arts
3. demonstrates care and persistence when involved in art projects.	Explores the visual arts
4. plans and works cooperatively to create drawings, paintings, sculptures, and other art projects.	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 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
13.2. Children participate in a variety of music and movement experiences.	
1. participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and tonal instruments, and creating and singing chants, rhymes, and fingerplays from diverse cultures.	Shows basic understanding of people and how they live Explores musical concepts and expression
2. demonstrates meaningful creative responses when listening to music to reflect the expressive elements of music.	Explores musical concepts and expression
3. notices differences in pitch, rhythm, patterns, dynamics, tempo, and timbre.	Explores musical concepts and expression
4. demonstrates an awareness of music as part of daily life indoors and outdoors.	Explores musical concepts and expression

13.3. Children engage in dramatic play experiences.	
1. shows creativity and imagination when using materials.	<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks</p>
2. assumes different roles in dramatic play situations.	<p>Uses symbols and images to represent something not present Engages in sociodramatic play Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days</p> <p>Explores drama through actions and language</p>
3. interacts with peers in dramatic play experiences that become more extended and complex.	<p>Uses symbols and images to represent something not present Engages in sociodramatic play Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days</p> <p>Explores drama through actions and language</p>

Social Studies	
Preschool	
14.1. Children demonstrate an increasing awareness of belonging to a family and community.	
1. demonstrates understanding that communities are composed of groups of people who live, play, or work together.	Shows basic understanding of people and how they live
2. demonstrates ability to identify communities to which they belong, recognizing that their family is an important group to which they belong.	Demonstrates knowledge about self Shows basic understanding of people and how they live
3. demonstrates responsibility as a member of a family or 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
4. shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions 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 Demonstrates knowledge about self
5. participates in creating and following rules and routines.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
6. demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.	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

14.2. Children demonstrate an increasing awareness of culture and diversity.	
1. demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color.	Shows basic understanding of people and how they live
2. demonstrates acceptance of persons from different cultures and ethnic groups.	Shows basic understanding of people and how they live
3. demonstrates a sense of belonging, feeling pride in his/her own culture while showing respect for others.	Demonstrates knowledge about self Shows basic understanding of people and how they live
4. uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease, and empathy with similarities and differences.	Shows basic understanding of people and how they live
14.3. Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.	
1. interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
2. constructs meaning about him/herself and the world through relevant and meaningful experiences with objects and their environment.	Demonstrates knowledge of the physical properties of objects and materials
3. recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	Demonstrates simple geographic knowledge
4. recognizes that people share the environment with other people, animals, and plants.	Demonstrates knowledge of Earth's environment Shows basic understanding of people and how they live
5. understands that people can take care of the environment through activities and experiences, such as cleaning, conserving, reusing, and recycling.	Demonstrates knowledge of Earth's environment
6. recognizes a variety of jobs and the work associated with them.	Shows basic understanding of people and how they live

14.4. Children demonstrate an increasing awareness of past events and how those events relate to one’s self, family, and community.	
1. differentiates between past, present, and future.	Explores change related to familiar people or places
2. represents events and experiences that occurred in the past through words, play, and art.	Explores change related to familiar people or places
3. uses past events to construct meaning of the world.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
4. understands that events happened in the past and that the events relate to oneself, family, community, and culture.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation Explores change related to familiar people or places