



Alignment of

The Creative Curriculum[®] *for* Infants, Toddlers & Twos



WITH

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With
Arkansas Framework for Infant and Toddler Care

This document aligns the content in the *Arkansas Framework for Infant and Toddler Care* with the goals and ideals of *The Creative Curriculum*® for Infants, Toddlers & Twos. *The Creative Curriculum*® for Infants, Toddlers & Twos 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

- Arkansas Division of Child Care and Early Childhood Education. (2002). *Arkansas framework for infant and toddler care*. Little Rock, AR: Author. Content was retrieved from <http://www.arkansas.gov/childcare/general/infantframework.pdf>
- Teaching Strategies, LLC. (2011). *The Creative Curriculum*® for infants, toddlers & twos. Washington, DC: Author.

Arkansas Framework for Infant and Toddler Care	How <i>The Creative Curriculum</i>® for Infants, Toddlers & Twos meets Arkansas Framework for Infant and Toddler Care
Developmental Strand 1: Self-concept Development	
A. Young Infants	
To develop a positive picture of self that will affect every area of development	
1.1.A. Feels valued and attached to others	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
1.2.A. Becomes aware of self as a unique individual	Demonstrates knowledge about self
1.3.A. Demonstrates increasing sense of competence and confidence in growing abilities	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs Demonstrates knowledge about self
1.4.A. Asserts independence	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
B. Mobile Infants	
1.1.B. Feels valued and attached to others	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
1.2.B. Becomes aware of self as a unique individual	Demonstrates knowledge about self
1.3.B. Demonstrates increasing sense of competence and confidence in growing abilities	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self Demonstrates knowledge about self
1.4.B. Asserts independence	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

C. Toddlers	
1.1.C. Feels valued and attached to others	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
1.2.C. Becomes aware of self as a unique individual	Demonstrates knowledge about self
1.3.C. Demonstrates increasing sense of competence and confidence in growing abilities	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self Demonstrates knowledge about self
1.4.C. Asserts independence	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

Strand 2: Emotional Development	
A. Young Infants	
To understand and express their own emotions and develop empathy	
2.1.A. Displays a wide range of feelings and emotions	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self
2.2.A. Expresses feelings and emotions through gestures, sounds, and - eventually - words	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
B. Mobile Infants	
2.1.B. Displays a wide range of feelings and emotions	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self
2.2.B. Expresses feelings and emotions through gestures, sounds and - eventually - words	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
C. Toddlers	
2.1.C. Displays a wide range of feelings and emotions	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
2.2.C. Expresses feelings and emotions through gestures, sounds and - eventually - words	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects

Developmental Strand 3: Social Development	
A. Young Infants	
To develop social interaction skills and to enjoy being with others	
3.1.A. Develops trusting relationships with nurturing adults	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
3.2.A. Shows interest in peers	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
3.3.A. Demonstrates caring and cooperation	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
3.4.A. Tries out roles and relationships through imitation and pretend play	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
B. Mobile Infants	
3.1.B. Develops trusting relationships with nurturing adults	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
3.2.B. Shows interest in peers	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
3.3.B. Demonstrates caring and cooperation	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
3.4.B. Tries out roles and relationships through imitation and pretend play	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props

C. Toddlers	
3.1.C. Develops trusting relationships with nurturing adults	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
3.2.C. Shows interest in peers	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
3.3.C. Demonstrates caring and cooperation	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
3.4.C. Tries out roles and relationships through imitation and pretend play	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

Developmental Strand 4: Language Development	
A. Young Infants	
To communicate successfully with others	
4.1.A. Expresses needs and thoughts without using words	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
4.2.A. Identifies with a home language	Demonstrates knowledge about self
4.3.A. Responds to verbal and nonverbal communication	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
4.4.A. Communicates through language	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
4.5.A. Shows enjoyment of books and stories	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
B. Mobile Infants	
4.1.B. Expresses needs and thoughts without using words (nonverbal)	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
4.2.B. Identifies with a home language	Demonstrates knowledge about self
4.3.B. Responds to verbal and nonverbal language	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
4.4.B. Communicates through language	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
4.5.B. Shows enjoyment of books and stories	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books

C. Toddlers	
4.1.C. Expresses needs and thoughts without using words (non-verbal communication)	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
4.2.C. Identifies with a home language	Demonstrates knowledge about self
4.3.C. Responds to verbal and nonverbal communication	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
4.4.C. Communicates through language	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
4.5.C. Shows enjoyment of books and stories	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books

Developmental Strand 5: Physical Development	
A. Young Infants	
To develop physical skills necessary to move and do in the world	
5.1.A. Develops gross motor skills	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects
5.2.A. Develops fine motor skills	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
5.3.A. Coordinates eye and hand movements	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
5.4.A. Develops self-help skills	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
B. Mobile Infants	
5.1.B. Develops gross motor skills	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
5.2.B. Develops fine motor skills	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
5.3.B. Coordinates eye and hand movements	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
5.4.B. Develops self-help skills	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs

C. Toddlers	
5.1.C. Develops gross motor skills	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
5.2.C. Develops fine motor skills	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
5.3.C. Coordinates eye and hand movements	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
5.4.C. Develops self-help skills	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

Developmental Strand 6: Cognitive Development	
A. Young Infants	
To develop problem solving abilities and concept attainment	
6.1.A. Gains an understanding of basic concepts and relationships	Remembers and connects experiences Makes connections Looks for familiar persons when they are named; relates objects to events
6.2.A. Applies knowledge to new situations	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
6.3.A. Develops strategies for solving problems	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
B. Mobile Infants	
6.1.B. Gains an understanding of basic concepts and relationships	Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
6.2.B. Applies knowledge to new situations	Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
6.3.B. Develops strategies for solving problems	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal

C. Toddlers	
6.1.C. Gains an understanding of basic concepts and relationships	Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
6.2.C. Applies knowledge to new situations	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
6.3.C. Develops strategies for solving problems	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it