



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

**Alignment of *The Creative Curriculum*[®] for Preschool
With
*California Preschool Learning Foundations, Volume 3***

This document aligns the content in the *California Preschool Learning Foundations, Volume 3* 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

California Department of Education. (2012). *California preschool learning foundations, volume 3*. Sacramento, CA: Author. Retrieved from <http://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf>

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

California Preschool Learning Foundations, Volume 3	How <i>The Creative Curriculum</i>® for Preschool meets California Preschool Learning Foundations
History-Social Science	
At around 48 months of age	
Self and Society	
1.0. Culture and Diversity	
1.1. Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	<p>Demonstrates knowledge about self</p> <p>Shows basic understanding of people and how they live</p>
2.0. Relationships	
2.1. Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	<p>Establishes and sustains positive relationships</p> <p>Forms relationships with adults</p> <p style="padding-left: 40px;">Manages separations without distress and engages with trusted adults</p> <p>Establishes and sustains positive relationships</p> <p>Interacts with peers</p> <p style="padding-left: 40px;">Uses successful strategies for entering groups</p> <p>Establishes and sustains positive relationships</p> <p>Makes friends</p> <p style="padding-left: 40px;">Plays with one or two preferred playmates</p>
3.0. Social Roles and Occupations	
3.1. Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	Shows basic understanding of people and how they live

Becoming a Preschool Community Member (Civics)	
1.0. Skills for Democratic Participation	
1.1. Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.	<p>Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups</p> <p>Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns</p>
2.0. Responsible Conduct	
2.1. Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.	<p>Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults</p>
3.0. Fairness and Respect for Other People	
3.1. Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.	<p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p> <p>Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others</p> <p>Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns</p>
4.0. Conflict Resolution	
4.1. Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.	<p>Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems</p>

Sense of Time (History)	
1.0. Understanding Past Events	
1.1. Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.	Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
2.0. Anticipating and Planning Future Events	
2.1. Anticipate events in familiar situations in the near future, with adult assistance.	Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
3.0. Personal History	
3.1. Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
4.0. Historical Changes in People and the World	
4.1. Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened “long ago,” although do not readily sequence historical events on a timeline.	Remembers and connects experiences Recognizes and recalls Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view Explores change related to familiar people or places

Sense of Place (Geography and Ecology)	
1.0. Navigating Familiar Locations	
1.1. Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).	Demonstrates simple geographic knowledge
2.0. Caring for the Natural World	
2.1. Show an interest in nature (including animals, plants, and weather) especially as children experience it directly. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.	Demonstrates knowledge of Earth's environment
3.0. Understanding the Physical World Through Drawings and Maps	
3.1. Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is Demonstrates simple geographic knowledge
Marketplace (Economics)	
1.0. Exchange	
1.1. Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.	Shows basic understanding of people and how they live

History-Social Science	
At around 60 months of age	
Self and Society	
1.0. Culture and Diversity	
1.1. Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.	Demonstrates knowledge about self Shows basic understanding of people and how they live
2.0. Relationships	
2.1. Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children Establishes and sustains positive relationships Makes friends Establishes a special friendship with one other child, but the friendship might only last a short while 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 Shows basic understanding of people and how they live
3.0. Social Roles and Occupations	
3.1. Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.	Shows basic understanding of people and how they live

Becoming a Preschool Community Member (Civics)	
1.0. Skills for Democratic Participation	
1.1. Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.	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
2.0. Responsible Conduct	
2.1. Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
3.0. Fairness and Respect for Other People	
3.1. Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately

4.0. Conflict Resolution	
4.1. More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.	Participates cooperatively and constructively in group situations Solves social problems Resolves social problems through negotiation and compromise
Sense of Time (History)	
1.0. Understanding Past Events	
1.1. Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
2.0. Anticipating and Planning Future Events	
2.1. Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
3.0. Personal History	
3.1. Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.	Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation

4.0. Historical Changes in People and the World	
4.1. Develop an interest in family history (e.g., when family members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other.	Remembers and connects experiences Recognizes and recalls Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view Explores change related to familiar people or places
Sense of Place (Geography and Ecology)	
1.0. Navigating Familiar Locations	
1.1. Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.	Demonstrates simple geographic knowledge
2.0. Caring for the Natural World	
2.1. Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).	Demonstrates knowledge of Earth’s environment
3.0. Understanding the Physical World Through Drawings and Maps	
3.1. Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Demonstrates simple geographic knowledge
Marketplace (Economics)	
1.0. Exchange	
1.1. Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).	Shows basic understanding of people and how they live

Science	
At around 48 months of age	
Scientific Inquiry	
1.0. Observation and Investigation	
1.1. Demonstrate curiosity and raise simple questions about objects and events in their environment.	Uses scientific inquiry skills
1.2. Observe objects and events in the environment and describe them.	Uses scientific inquiry skills
1.3. Begin to identify and use, with adult support, some observation and measurement tools.	Uses scientific inquiry skills Uses tools and other technology to perform tasks
1.4. Compare and contrast objects and events and begin to describe similarities and differences.	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape Uses scientific inquiry skills
1.5. Make predictions and check them, with adult support, through concrete experiences.	Uses scientific inquiry skills
1.6. Make inferences and form generalizations based on evidence.	Uses scientific inquiry skills
2.0. Documentation and Communication	
2.1. Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos.	Uses scientific inquiry skills
2.2. Share findings and explanations, which may be correct or incorrect, with or without adult prompting.	Uses scientific inquiry skills

Physical Sciences	
1.0. Properties and Characteristics of Nonliving Objects and Materials	
1.1. Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	Demonstrates knowledge of the physical properties of objects and materials
2.0. Changes in Nonliving Objects and Materials	
2.1. Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature).	Demonstrates knowledge of the physical properties of objects and materials
2.2. Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing pulling, rolling, dropping) on making objects move.	Demonstrates knowledge of the physical properties of objects and materials
Life Sciences	
1.0. Properties and Characteristics of Living Things	
1.1. Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.	Demonstrates knowledge of the characteristics of living things
1.2. Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	Demonstrates knowledge of the characteristics of living things Demonstrates knowledge about self
1.3. Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.	Demonstrates knowledge of the characteristics of living things
1.4. Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.	Demonstrates knowledge of the characteristics of living things Demonstrates knowledge of the physical properties of objects and materials
2.0. Changes in Living Things	
2.1. Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow.	Demonstrates knowledge of the characteristics of living things

2.2. Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.	Demonstrates knowledge of the characteristics of living things
Earth Sciences	
1.0. Properties and Characteristics of Earth Materials and Objects	
1.1. Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	Demonstrates knowledge of Earth's environment
2.0. Changes in the Earth	
2.1. Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.	Demonstrates knowledge of Earth's environment
2.2. Notice and describe changes in weather.	Demonstrates knowledge of Earth's environment
2.3. Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.	Demonstrates knowledge of Earth's environment
2.4. Develop awareness of the importance of caring for and respecting the environment, and participate in activities related to its care.	Demonstrates knowledge of Earth's environment

Science	
At around 60 months of age	
Scientific Inquiry	
1.0. Observation and Investigation	
1.1. Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.	Uses scientific inquiry skills
1.2. Observe objects and events in the environment and describe them in greater detail.	Uses scientific inquiry skills
1.3. Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools Uses scientific inquiry skills Uses tools and other technology to perform tasks
1.4. Compare and contrast objects and events and describe similarities and differences in greater detail.	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason Uses scientific inquiry skills
1.5. Demonstrates an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).	Uses scientific inquiry skills
1.6. Demonstrate an increased ability to make inferences and form generalizations based on evidence.	Uses scientific inquiry skills
2.0. Documentation and Communication	
2.1. Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.	Uses scientific inquiry skills
2.2. Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.	Uses scientific inquiry skills

Physical Sciences	
1.0. Properties and Characteristics of Nonliving Objects and Materials	
1.1. Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects, and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	Demonstrates knowledge of the physical properties of objects and materials
2.0. Changes in Nonliving Objects and Materials	
2.1. Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).	Demonstrates knowledge of the physical properties of objects and materials
2.2. Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.	Demonstrates knowledge of the physical properties of objects and materials
Life Sciences	
1.0. Properties and Characteristics of Living Things	
1.1. Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason Demonstrates knowledge of the characteristics of living things
1.2. Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	Demonstrates knowledge of the characteristics of living things Demonstrates knowledge about self
1.3. Recognize that living things have habitats in different environments suited to their unique needs.	Demonstrates knowledge of the characteristics of living things
1.4. Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and dying.	Demonstrates knowledge of the characteristics of living things Demonstrates knowledge of the physical properties of objects and materials

2.0. Changes in Living Things	
2.1. Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).	Demonstrates knowledge of the characteristics of living things
2.2. Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).	Demonstrates knowledge of the characteristics of living things
Earth Sciences	
1.0. Properties and Characteristics of Earth Materials and Objects	
1.1. Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	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
2.0. Changes in the Earth	
2.1. Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.	Demonstrates knowledge of Earth's environment
2.2. Demonstrate an increased ability to observe, describe, and discuss changes in weather.	Demonstrates knowledge of Earth's environment
2.3. Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.	Demonstrates knowledge of Earth's environment
2.4. Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.	Demonstrates knowledge of Earth's environment