



Alignment of

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



WITH

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With
North Dakota Birth to 3 Early Learning Guidelines

This document aligns the content in the *North Dakota Birth to 3 Early Learning Guidelines* 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

- North Dakota Department of Human Services. (2009). *North Dakota birth to three early learning guidelines*. Bismarck, ND: Minnesota Children and Family Services. Retrieved from <http://www.nd.gov/dhs/info/pubs/docs/cfs/2009-08-earlylearning-birth-3.pdf>
- Teaching Strategies, LLC. (2011). *The Creative Curriculum*® for infants, toddlers & twos. Washington, DC: Author.

<i>North Dakota Birth to 3 Early Learning Guidelines</i>	<i>How The Creative Curriculum® for Infants, Toddlers & Twos meets North Dakota Birth to 3 Early Learning Guidelines</i>
Social and Emotional Development	
Young Infant to Toddler (Birth to 36 Months)	
Trust and Emotional Security	
Engages in behaviors that build relationships with familiar adults	Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests
Shows preference for familiar adults	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Responds to unfamiliar adults cautiously	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Seeks to find comfort in new situations	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
Shows emotional connection and attachment to others	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
Self-Awareness	
Expresses feelings and emotions through facial expressions, sounds or gestures	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Develops awareness of self as separate from others	Demonstrates knowledge about self
Expresses feelings and emotions through facial expressions, sounds or gestures	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Develops awareness of self as separate from others	Demonstrates knowledge about self

Shows confidence in increasing abilities	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Self-Regulation	
Begins to manage own behavior and show self-regulation	Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time
Shows ability to cope with stress	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
Shows increasing independence	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Understands simple routines, rules or limitations	Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support
Relationships with Other Children	
Shows interest in and awareness of other children	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Responds to and interacts with other children	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Begins to recognize and respond to other children's feelings and emotions	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Begins to show concern for others	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others

Learns social skills and eventually uses words for expressing feelings, needs and wants	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
Uses imitation or pretend play to learn new roles and relationships	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
Language Development and Communication	
Young Infant to Toddler (Birth to 36 Months)	
Listening and Understanding	
Shows interest in listening to sounds	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
Listens with interest to language of others	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others
Responds to verbal communication of others	Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice
Responds to nonverbal communication of others	Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice
Begins to understand gestures, words, questions or routines	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories

Communicating and Speaking	
Uses sounds, gestures or actions to express needs and wants	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Uses consistent sounds, gestures or words to communicate	Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people
Imitates sounds, gestures or words	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Uses sounds, signs or words for a variety of purposes	Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people
Shows reciprocity in using language in simple conversations	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Emergent Literacy	
Shows interest in songs, rhymes and stories	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games
Shows interest in photos, pictures and drawings	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs
Develops interest in and involvement with books and other print materials	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books
Begins to recognize and understand symbols	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs

Cognitive Development	
Young Infant to Toddler (Birth to 36 Months)	
Exploration and Discovery	
Pays attention to people and objects	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Uses senses to explore people, objects and the environment	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Attends to colors, shapes, patterns or pictures	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
Shows interest and curiosity in new people and objects	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Makes things happen and watches for results or repeats action	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Memory	
Shows ability to acquire and process new information	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Recognizes familiar people, places and things	Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Recalls and uses information in new situations	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks

Searches for missing or hidden objects	Remembers and connects experiences Recognizes and recalls Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Problem Solving	
Experiments with different uses for objects	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways
Shows imagination and creativity in solving problems	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Uses a variety of strategies to solve problems	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
Applies knowledge to new situations	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
Imitation and Symbolic Play	
Observes and imitates sounds, gestures or behaviors	Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props
Uses objects in new ways or in 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
Uses imitation or pretend play to express creativity and imagination	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

Physical and Motor Development	
Young Infant to Toddler (Birth to 36 Months)	
Gross Motor Development	
Moves body, arms and legs with coordination	Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects
Demonstrates large muscle balance, stability, control and coordination	Demonstrates balancing skills Sustains balance during simple movement experiences
Develops increasing ability to change positions and move body from place to place	Demonstrates traveling skills Experiments with different ways of moving
Moves body with purpose to achieve a goal	Demonstrates traveling skills Moves purposefully from place to place with control
Fine Motor Development	
Uses hands or feet to make contact with objects or people	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Develops small muscle control and coordination	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
Coordinates eye and hand movements	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Uses different actions on objects	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Controls small muscles in hands when doing simple tasks	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements

Physical Health and Well-Being	
Responds when physical needs are met	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to
Expresses physical needs nonverbally or verbally	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to
Participates in physical care routines	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to
Begins to develop self-help skills	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Begins to understand safe and unsafe behaviors	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being