



Alignment of

The Creative Curriculum®
for Infants, Toddlers & Twos



WITH

Alignment of *The Creative Curriculum*[®] for Infants, Toddlers & Twos
With
Early Head Start- School Readiness Goals for Infants and Toddlers

This document aligns the content in the *Early Head Start- School Readiness Goals for Infants and Toddlers* 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

Early Head Start National Resource Center. (2012). *School readiness goals for infants and toddlers*. Washington, DC.: Author. Retrieved April 30, 2013 from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/early-learning/curriculum/school-readiness-goals-infants-toddlers.pdf>

Teaching Strategies, LLC. (2011). *The Creative Curriculum*[®] for infants, toddlers & twos. Washington, DC: Author.

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Early Head Start- School Readiness Goals for Infants and Toddlers	How <i>The Creative Curriculum</i>® for Infants, Toddlers & Twos meets Early Head Start- School Readiness Goals for Infants and Toddlers
Social and Emotional Development	
Infants and Toddlers	
1:. Children will develop and engage in positive relationships and interactions with adults.	
Young Infants	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Older Infants	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Toddlers	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
2:. Children will begin to develop personal relationships with peers.	
Young Infants	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Older Infants	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions
Toddlers	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions Establishes and sustains positive relationships Makes friends Seeks a preferred playmate; shows pleasure when seeing a friend

3:. Children will begin to develop and demonstrate control over some of their feelings and behaviors (self-regulation).	
Young Infants	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self
Older Infants	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
Toddlers	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
4:. Children will begin to learn and internalize rules, routines, and directions.	
Young Infants	Regulates own emotions and behaviors Follows limits and expectations Responds to changes in an adult’s tone of voice and expression
Older Infants	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Toddlers	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
5:. Children will begin to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture.	
Young Infants	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

Older Infants	<ul style="list-style-type: none"> Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self <ul style="list-style-type: none"> Demonstrates knowledge about self
Toddlers	<ul style="list-style-type: none"> Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self <ul style="list-style-type: none"> Demonstrates knowledge about self
Language Development and Literacy	
Infants and Toddlers	
1:. Children will demonstrate receptive and expressive language skills and communication strategies in their home language/s (may be English or other language/s).	
Young Infants	<ul style="list-style-type: none"> Listens to and understands increasingly complex language Comprehends language <ul style="list-style-type: none"> Shows an interest in the speech of others <ul style="list-style-type: none"> Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate
Older Infants	<ul style="list-style-type: none"> Listens to and understands increasingly complex language Comprehends language <ul style="list-style-type: none"> Identifies familiar people, animals, and objects when prompted <ul style="list-style-type: none"> Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate

Toddlers	<p>Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p>
2.: Children will understand and begin to use oral language for conversation and communication.	
Young Infants	<p>Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate</p>
Older Infants	<p>Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p> <p>Uses language to express thoughts and needs Uses conventional grammar Uses one- or two-word sentences or phrases</p>

Toddlers	<p>Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects</p> <p>Uses language to express thoughts and needs Uses conventional grammar Uses one- or two-word sentences or phrases</p>
3.: Children will hear and distinguish the sounds and rhythms of language.	
Young Infants	<p>Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds</p>
Older Infants	<p>Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds</p>
Toddlers	<p>Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds</p>
4.: Children will begin to learn and demonstrate how print works.	
Young Infants	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books</p> <p>Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read</p>

Older Infants	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books</p> <p>Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read</p>
Toddlers	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books</p> <p>Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read</p>
5:. Children will engage with stories and books.	
Young Infants	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books</p>
Older Infants	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books</p> <p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time</p> <p>Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>

Toddlers	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books</p> <p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time</p> <p>Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
Approaches Toward Learning	
Infants and Toddlers	
1:. Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.	
Young Infants	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment</p>
Older Infants	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment</p>
Toddlers	<p>Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen</p>
2:. Children will demonstrate persistence in learning and discovery.	
Young Infants	<p>Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results</p>
Older Infants	<p>Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results</p>

Toddlers	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
3:. Children will learn and use words to describe what they are thinking and doing.	
Young Infants	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds
Older Infants	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds
Toddlers	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people Uses language to express thoughts and needs Uses conventional grammar Uses one- or two-word sentences or phrases

Cognition and General Knowledge	
Infants and Toddlers	
1: Children will learn and begin to use math concepts during daily routines and experiences.	
Young Infants	<p>Uses number concepts and operations</p> <p>Counts</p> <p style="padding-left: 40px;">Verbally counts (not always in the correct order)</p> <p>Uses number concepts and operations</p> <p>Quantifies</p> <p style="padding-left: 40px;">Demonstrates understanding of the concepts of one, two, and more</p>
Older Infants	<p>Uses number concepts and operations</p> <p>Counts</p> <p style="padding-left: 40px;">Verbally counts (not always in the correct order)</p> <p>Uses number concepts and operations</p> <p>Quantifies</p> <p style="padding-left: 40px;">Demonstrates understanding of the concepts of one, two, and more</p>
Toddlers	<p>Uses number concepts and operations</p> <p>Counts</p> <p style="padding-left: 40px;">Verbally counts (not always in the correct order)</p> <p>Uses number concepts and operations</p> <p>Quantifies</p> <p style="padding-left: 40px;">Demonstrates understanding of the concepts of one, two, and more</p>

<p>2: Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.</p>	
<p>Young Infants</p>	<p>Demonstrates traveling skills Moves to explore immediate environment</p> <p>Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects</p> <p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment</p>
<p>Older Infants</p>	<p>Demonstrates traveling skills Moves to explore immediate environment</p> <p>Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects</p> <p>Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment</p>
<p>Toddlers</p>	<p>Demonstrates traveling skills Experiments with different ways of moving</p> <p>Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements</p> <p>Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen</p>

3:. Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information.	
Young Infants	<p>Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p> <p>Remembers and connects experiences Makes connections Looks for familiar persons when they are named; relates objects to events</p> <p>Uses classification skills Matches similar objects</p>
Older Infants	<p>Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p> <p>Remembers and connects experiences Makes connections Looks for familiar persons when they are named; relates objects to events</p> <p>Uses classification skills Matches similar objects</p>

Toddlers	<p>Remembers and connects experiences Recognizes and recalls Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p> <p>Remembers and connects experiences Makes connections Looks for familiar persons when they are named; relates objects to events</p> <p>Uses classification skills Matches similar objects</p>
Physical Well-Being and Motor Development	
Infants and Toddlers	
1.: Children will develop control of large muscles for movement, navigation, and balance.	
Young Infants	<p>Demonstrates traveling skills Moves to explore immediate environment</p> <p>Demonstrates balancing skills Balances while exploring immediate environment</p>
Older Infants	<p>Demonstrates traveling skills Moves to explore immediate environment</p> <p>Demonstrates balancing skills Balances while exploring immediate environment</p>
Toddlers	<p>Demonstrates traveling skills Experiments with different ways of moving</p> <p>Demonstrates balancing skills Experiments with different ways of balancing</p>

2:. Children will develop control of small muscles for manipulation and exploration.	
Young Infants	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Older Infants	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
Toddlers	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
3:. Children will learn and begin to demonstrate healthy and safe habits.	
Young Infants	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
Older Infants	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Toddlers	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self