



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

**Alignment of *The Creative Curriculum*[®] for Preschool
With
*Connecticut Early Learning and Development Standards***

This document aligns the content in the *Connecticut Early Learning and Development 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

Connecticut State Department of Education. (2014). *Connecticut early learning and development standards*. Hartford, CT: Author. Content retrieved from <http://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>

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

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Connecticut Early Learning and Development Standards	How <i>The Creative Curriculum</i>® for Preschool meets Connecticut Early Learning and Development Standards
Cognition	
3 to 4 years	
A: Early learning experiences will support children to develop effective approaches to learning.	
Curiosity and Initiative	
C.48.1. Explore and investigate a variety of experiences and topics using different materials	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
Engagement with Environment, People and Objects	
C.48.2. Maintain interest in exploring specific topics over time	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
Eagerness to Learn	
C.48.3. Seek out new challenges and novel experiences	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
Cooperation with Peers in Learning Experiences	
C.48.4. Engage in and complete learning activities with peers	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
C.48.5. Help and cooperate in group	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

B.: Early learning experiences will support children to use logic and reasoning.	
Cause and Effect	
C.48.6. Manipulate materials and communicate about the impact of own actions	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen
Attributes, Sorting and Patterns	
C.48.7. Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound)	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
C.48.8. Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language	Demonstrates knowledge of patterns Copies simple repeating patterns
Problem Solving	
C.48.9. Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
Symbolic Representation	
C.48.10. Use or make a prop to represent an object (e.g., build a telephone)	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
C.48.11. Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter)	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
C.48.12. Represent people, places or things through simple drawings, movements and three-dimensional construction	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is

C.: Early learning experiences will support children to strengthen executive function.	
Choosing and Planning	
C.48.13. With adult assistance, choose activities and plan what to do	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
Task Persistence	
C.48.14. Continue working through moderately difficult activities, despite some frustration	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
Cognitive Flexibility	
C.48.15. With adult assistance, stop and consider alternatives when encountering a problem	Demonstrates positive approaches to learning Solves problems Thinks problems through, considering several possibilities and analyzing results
Working Memory	
C.48.16. Engage in games that involve remembering (e.g., memory)	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
Regulation of Attention and Impulses	
C.48.17. Maintain focus on high-interest activities in the face of minor social or sensory distractions	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
C.48.18. With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting)	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification

Social and Emotional Development	
3 to 4 years	
A.: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	
Trusting Relationships	
SE.48.1. Engage in interactions with less familiar adults	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Managing Separation	
SE.48.2. Manage most separations without distress and adjust to new settings in the presence of trusted adult	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
B.: Early learning experiences will support children to develop self-regulation.	
Regulation of Emotions and Behavior	
SE.48.3. Use strategies to self-soothe with limited adult support	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
C.: Early learning experiences will support children to develop self-regulation (continued).	
Regulation of Impulses and Behavior	
SE.48.4. With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine)	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
SE.48.5. Make transitions and follow basic schedule, routines and rules with occasional reminders	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

D:. Early learning experiences will support children to develop, express, recognize and respond to emotions.	
Emotional Expression	
SE.48.6. Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
E:. Early learning experiences will support children to develop, express, recognize and respond to emotions (continued).	
Recognition and Response to Emotions in Others	
SE.48.7. Recognize, label and respond to a wide variety of emotions in others	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
SE.48.8. Make connections between emotional reaction of others and own emotional experiences	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
F:. Early learning experiences will support children to develop self-awareness, self-concept and competence.	
Sense of self	
SE.48.9. Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills	Demonstrates knowledge about self
Personal Preferences	
SE.48.10. Recognize and describe themselves in terms of basic preferences	Demonstrates knowledge about self
G:. Early learning experiences will support children to develop self-awareness, self-concept and competence (continued).	
Self- Concept and Competency	
SE.48.11. Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

H.: Early learning experiences will support children to develop social relationships.	
Adult Relationships	
SE.48.12. Communicate with familiar adults and accept or request guidance	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
H.: Early learning experiences will support children to develop social relationships (continued).	
Play/ Friendship	
SE.48.13. Interact with one or more children (including small groups) beginning to work together to build or complete a project	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
SE.48.14. Interact with a variety of children in the program	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
Conflict Resolution	
SE.48.15. Seek and accept adult help to solve conflicts with peers	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems

Physical Development and Health	
3 to 4 years	
A.: Early learning experiences will support children to develop gross motor skills.	
Mobility	
PH.48.1. Walk up and down stairs alternating feet while carrying an object	Demonstrates traveling skills Moves purposefully from place to place with control
Large Muscle Movement and Coordination	
PH.48.2. Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives	Demonstrates traveling skills Moves purposefully from place to place with control
PH.48.3. Hop on one foot	Demonstrates balancing skills Sustains balance during simple movement experiences
PH.48.4. Kick ball at target a short distance away with accuracy and speed	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
PH.48.5. Throw small ball overhand at target a short distance away with accuracy	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
B.: Early learning experiences will support children to develop fine motor skills.	
Visual Motor Integration	
PH.48.6. Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.)	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Small Muscle Movement and Coordination	
PH.48.7. Use writing/ drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

C: Early learning experiences will support children to acquire adaptive skills.	
Feeding Routines/ Nutrition	
PH.48.8. Pour liquid from a small pitcher	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Safety and Responsibility	
PH.48.9. Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children’s rule-breaking to the attention of adults	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Dressing and Hygiene	
PH.48.10. Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver reminders to guide and support	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
D: Early learning experiences will support children to maintain physical health status and well-being.	
Physical Health Status	
Children’s physical health status impacts learning and development in all areas. Children who possess good overall health (including oral, visual and auditory) with any appropriate supports (such as glasses, hearing aids, or alternative communication systems) have a solid foundation to help them grow and learn. Maintaining good overall health status involves regular screenings, a lack of illness or preventable diseases, age appropriate amounts of sleep and rest and healthy growth patterns (e.g., height and weight).	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Physical Activity	
PH.48.11. Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day	Demonstrates traveling skills Moves purposefully from place to place with control
Healthy Behaviors	
PH.48.12. Name examples of healthy practice including hygiene, nutrition and sleep	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

Early Language, Communication, and Literacy	
3 to 4 years	
A.: Early learning experiences will support children to understand language (receptive language).	
Word Comprehension	
L.48.1. Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts	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
Language Comprehension	
L.48.2. Understand increasingly complex sentences that include 2 - 3 concepts (e.g., “Put the blue paper under the box.”)	Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences
B.: Early learning experiences will support children to use language (expressive language).	
Vocabulary	
L.48.3. Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
L.48.4. Use simple pronouns (e.g., I, me, you, mine, he, she)	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences

<p>L.48.5. Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog)</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> <p>Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words</p>
<p>Expression of Ideas, Feelings and Needs</p>	
<p>L.48.6. Communicate about current or removed events and/or objects</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p>
<p>L.48.7. Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas</p>	<p>Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences</p>
<p>Language Structure</p>	
<p>L.48.8. Use basic grammar rules including irregular past tense and questions</p>	<p>Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences</p>
<p>L.48.9. Use speech that is mostly intelligible to familiar and unfamiliar adults</p>	<p>Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words</p>
<p>C:. Early learning experiences will support children to use language for social interaction.</p>	
<p>Conventions of Conversation</p>	
<p>L.48.10. Maintain a topic of conversation over the course of several turns</p>	<p>Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges</p>

Language for Interaction	
L.48.11. Answer simple who, what, where and why questions	<p>Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, 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>
D: Early learning experiences will support children to gain book appreciation and knowledge.	
Interest and Engagement with Books	
L.48.12. Select fiction and nonfiction books to be read and attend with interest	<p>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</p>
Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)	
L.48.13. Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text	<p>Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts</p>
L.48.14. Ask and answer simple who, what, where and why questions related to story or text	<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>
L.48.15. Make predictions and/or ask questions about the text by examining the title, cover, pictures	<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>

E:. Early learning experiences will support children to gain knowledge of print and its uses.	
Book Concepts	
L.48.16. Look at pages of a book from left to right (or according to conventions of home language)	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
L.48.17. Recognize that print represents spoken words (e.g., first name in print, environmental labels)	Demonstrates knowledge of print and its uses Uses print concepts Indicates where to start reading and the direction to follow
Print Concepts	
L.48.18. Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	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
Letter Recognition	
L.48.19. Recognize some letters especially those in one's own name	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
F:. Early learning experiences will support children to develop phonological awareness.	
Phonological Awareness	
L.48.20. Recognize rhyming words in songs, chants or poems	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games
L.48.21. Identify when initial sounds in words are the same	Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds
L.48.22. Distinguish individual words in a sentence	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate words in sentences

<p>G.: Early learning experiences will support children to convey meaning through drawing, letters and words.</p>	
<p>Drawing and Writing</p>	
<p>L.48.23. Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)</p>	<p>Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is</p> <p>Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms</p>
<p>L.48.24. Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms</p>	<p>Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms</p>

Creative Arts	
3 to 4 years	
A.: Early learning experiences will support children to engage in and enjoy the arts.	
Music	
CA.48.1. Adapt to changes in the basic qualities of music and move in more organized ways to same/ different qualities of music	Explores musical concepts and expression
CA.48.2. Imitate or spontaneously sing an entire verse of song	Explores musical concepts and expression
CA.48.3. Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance)	Explores musical concepts and expression
CA.48.4. Spontaneously sing songs and/or participate in songs with gestures	Explores musical concepts and expression
Visual Arts	
CA.48.5. Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge	Explores the visual arts
Drama	
CA.48.6. Act out simple scenarios, taking on a familiar role for brief periods during dramatic 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 Explores drama through actions and language
Dance	
CA.48.7. Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet)	Explores dance and movement concepts

<p>B.: Early learning experiences will support children to explore and respond to creative works.</p>	
<p>Appreciation of the Arts</p>	
<p>CA.48.8. Respond to the materials, techniques, ideas and emotions of artworks 2- and 3-dimensional (e.g. explain a picture or sculpture including several details)</p>	<p>Explores the visual arts</p>
<p>CA.48.9. Demonstrate increased appreciation of the work of others and identify preferences</p>	<p>Explores the visual arts</p>

Early Mathematical Discovery	
3 to 4 years	
A.: Early learning experiences will support children to understand counting and cardinality.	
Number Names	
M.48.1. Say or sign the number sequence up to at least 10	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Cardinality	
M.48.2. Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
M.48.3. Count out a set of objects up to four	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Written Numerals	
M.48.4. Recognize written numerals up to at least five	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 5 by name and connects each to counted objects
Recognition of Quantity	
M.48.5. Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects	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
Comparison	
M.48.6. Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	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

<p>B.: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).</p>	
<p>Number Operations</p>	
<p>M.48.7. Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group</p>	<p>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</p>
<p>C.: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).</p>	
<p>Measurement</p>	
<p>M.48.8. Recognize measurable attribute of an object such as length, weight or capacity</p>	<p>Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
<p>Data</p>	
<p>M.48.9. Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more)</p>	<p>Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape 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</p>
<p>Sorting and Classifying</p>	
<p>M.48.10. Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape)</p>	<p>Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>

<p>D.: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).</p>	
<p>Spatial Relationships</p>	
<p>M.48.11. Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object</p>	<p>Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance</p>
<p>Identification of Shapes</p>	
<p>M.48.12. Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes</p>	<p>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</p>
<p>Composition of Shapes</p>	
<p>M.48.13. Combine two or more shapes to create a new shape or to represent an object in the environment</p>	<p>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</p>

Science	
3 to 4 years	
A.: Early learning experiences will support children to apply scientific practices.	
Questioning and Defining Problems	
S.48.1. Ask more detailed questions including the relationship between two things or cause and effect relationships	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen Uses scientific inquiry skills
Investigating	
S.48.2. Intentionally vary actions in order to observe the effect of these actions on materials	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen Uses scientific inquiry skills
Using Evidence	
S.48.3. Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”)	Uses scientific inquiry skills
B.: Early learning experiences will support children to engage in the process of engineering.	
Design Cycle	
S.48.4. Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it

C.: Early learning experiences will support children to understand patterns, process and relationships of living things.	
Unity and Diversity of Life	
S.48.5. Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups	Demonstrates knowledge of the characteristics of living things
S.48.6. Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults	Demonstrates knowledge of the characteristics of living things
Living Things and Their Interactions with the Environment and Each Other	
S.48.7. Explore how animals depend upon the environment for food, water and shelter	Demonstrates knowledge of the characteristics of living things
D.: Early learning experiences will support children to understand physical sciences.	
Energy, Force and Motion	
S.48.8. Investigate how objects' speed and direction can be varied	Demonstrates knowledge of the physical properties of objects and materials
Matter and its Properties	
S.48.9. Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength)	Demonstrates knowledge of the physical properties of objects and materials
E.: Early learning experiences will support children to understand features of earth.	
Earth's Features and the Effects of Weather and Water	
S.48.10. Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.)	Demonstrates knowledge of Earth's environment
S.48.11. Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles)	Demonstrates knowledge of Earth's environment
Earth and Human Activity	
S.48.12. Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples)	Demonstrates knowledge of Earth's environment

Social Studies	
3 to 4 years	
A.: Early Learning experiences will support children to understand self, family and a diverse community.	
Individual Development and Identity	
SS.48.1. Identify physical characteristics of self (e.g., eyes, hair, skin, etc.)	Demonstrates knowledge about self
SS.48.2. Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers)	Demonstrates knowledge about self
Culture	
SS.48.3. Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.)	Demonstrates knowledge about self
B.: Early Learning experiences will support children to learn about people and the environment.	
Power, Authority and Governance	
SS.48.4. Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
People, Places and Environments	
SS.48.5. Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them	Demonstrates knowledge of Earth’s environment
SS.48.6. Describe, draw or construct aspects of the geography of the classroom and/or home	Demonstrates simple geographic knowledge
Civic Ideals and Practices	
SS.48.7. Participate in jobs and responsibilities at home, classroom or community	Shows basic understanding of people and how they live

C:. Early Learning experiences will support children to develop an understanding of economic systems and resources.	
Individuals, Groups and Institutions	
SS.48.8. Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play	Shows basic understanding of people and how they live
Production, Distribution and Consumption	
SS.48.9. Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play	Shows basic understanding of people and how they live
Science, Technology and Society	
SS.48.10. Understand the use of tools, including technology, for a variety of purposes	Uses tools and other technology to perform tasks
D:. Early Learning experiences will support children to understand change over time.	
Time, Continuity and Change	
SS.48.11. Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow)	Explores change related to familiar people or places
SS.48.12. Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed	Explores change related to familiar people or places