

Alignment of
The Creative Curriculum[®]
for Toddlers
with



The Creative Curriculum® for Toddlers

aligned to

Indiana Early Learning Standards

Standards adopted 2023

STANDARD / STRAND

English/Language Arts (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	ELA1.	Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.
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INDICATOR / STANDARD	ELA1.1.	Demonstrate Receptive Communication
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EXPECTATION / INDICATOR Demonstrate continual growth in understanding increasingly complex and varied vocabulary

The Creative Curriculum for Toddlers

- Skill Development Card L31.2, "Point or Pat"
- Skill Development Card L32.3, "Hat's Go on Your Head!"
- Skill Development Card L42.1, "I Can Answer!"

EXPECTATION / INDICATOR Respond to simple statements, requests, and/or gestures

The Creative Curriculum for Toddlers

- Skill Development Card L29.1, "Spoken Words"
- Skill Development Card L32.1, "Where Are Your Ears?"
- Skill Development Card L40.1, "I Can Do It!"

STANDARD / STRAND

English/Language Arts (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	ELA1.	Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.
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INDICATOR / STANDARD	ELA1.2.	Demonstrate Expressive Communication
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EXPECTATION / INDICATOR Demonstrate continual growth in increasingly varied and complex vocabulary

The Creative Curriculum for Toddlers

- Skill Development Card L34.1, "Time to Talk"
- Skill Development Card L41.1, "Where Is the Ball?"
- Skill Development Card L47.1, "Words During Play"

EXPECTATION / INDICATOR Use gestures to clarify communication

The Creative Curriculum for Toddlers

- Skill Development Card L23.1, "I See Your Point!"
- Skill Development Card L23.3, "Point & Describe"
- Skill Development Card L35.1, "I Want That!"

EXPECTATION /
INDICATOR

Use single words or simple phrases

The Creative Curriculum for Toddlers

- Skill Development Card L29.1, “Spoken Words”
- Skill Development Card L33.2, “What Do You See?”
- Skill Development Card L47.2 “Who’s at School Today?”

STANDARD / STRAND

English/Language Arts (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

ELA1.

Communication Process - Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.

INDICATOR / STANDARD

ELA1.3.

Demonstrate ability to engage in conversations

EXPECTATION /
INDICATOR

Demonstrate intent of communicating with others

The Creative Curriculum for Toddlers

- Skill Development Card L47.1, “Words During Play”
- Skill Development Card L50.1, “Talking on the Phone”
- Skill Development Card L51.1, “Morning Conversations”

STANDARD / STRAND

English/Language Arts (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

ELA2.

Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.

INDICATOR / STANDARD

ELA2.1.

Demonstrate awareness of the alphabet

EXPECTATION /
INDICATOR

Distinguish words from pictures

The Creative Curriculum for Toddlers

- Skill Development Card LT07.1, “Touching Textures”
- Teaching Guide 1, *You & Me, Stories and Books*, pg. 19

STANDARD / STRAND

English/Language Arts (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

ELA2.

Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.

INDICATOR / STANDARD

ELA2.2.

Demonstrate phonological awareness

EXPECTATION /
INDICATOR

Begin to engage in word and sound play with adults

The Creative Curriculum for Toddlers

- Teaching Guide 1, *Talk With Me!, Stories and Books*, pg. 63
- Skill Development Card LT12.1, “Our Favorite Songs”
- Skill Development Card LT18.2, “Rhymes With Friends”

EXPECTATION /
INDICATOR

Repeat words that contain similar-sounding phonemes (pig-dig, cat-mat)

The Creative Curriculum for Toddlers

- Skill Development Card LT12.2, “The Baby Bumblebee”
- Skill Development Card LT18.1, “Tippity, Tippity, Tap!”

STANDARD / STRAND

English/Language Arts (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

ELA2.

Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.

INDICATOR / STANDARD	ELA2.3.	Demonstrate awareness and understanding of concepts of print
EXPECTATION / INDICATOR		Bring book to adult to read The Creative Curriculum for Toddlers <ul style="list-style-type: none"> • Skill Development Card LT01.1, “Cozy Reading Time” • Skill Development Card LT02.2, “Let’s Read a Book!” • Skill Development Card LT11.1, “Rotating Books”
EXPECTATION / INDICATOR		Hold and manipulate a book independently The Creative Curriculum for Toddlers <ul style="list-style-type: none"> • Skill Development Card LT02.2, “Let’s Read a Book!” • Skill Development Card LT08.2, “Look Through a Book a Book” • Skill Development Card LT11.1, “Rotating Books”
EXPECTATION / INDICATOR		Pretend to read familiar books The Creative Curriculum for Toddlers <ul style="list-style-type: none"> • Skill Development Card LT16.1, “Book Talk” • Skill Development Card LT17.1, “Holding a Book” • Skill Development Card LT19.1, “Animal Book Adventure”
EXPECTATION / INDICATOR		Attend to pictures and text for several minutes The Creative Curriculum for Toddlers <ul style="list-style-type: none"> • Skill Development Card LT14.1, “Our Favorite Books” • Skill Development Card LT02.2, “Let’s Read a Book!” • Teaching Guide 1, <i>You & Me, Stories and Books</i>, pg. 11

STANDARD / STRAND

English/Language Arts (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	ELA2.4.	Demonstrate comprehension
EXPECTATION / INDICATOR		Show preference for familiar stories The Creative Curriculum for Toddlers <ul style="list-style-type: none"> • Skill Development Card LT11.1, “Rotating Books” • Skill Development Card LT14.1, “Our Favorite Books” • Skill Development Card LT17.1, “Holding a Book”
EXPECTATION / INDICATOR		With adult support, respond to simple questions about a story The Creative Curriculum for Toddlers <ul style="list-style-type: none"> • Skill Development Card L51.2, “Photo Stories” • Teaching Guide 1, <i>On the Move, Stories and Books</i>, pg. 81 • Teaching Guide 1, <i>Our Busy Day, Stories and Books</i>, pg. 41

STANDARD / STRAND

English/Language Arts (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.
INDICATOR / STANDARD	ELA3.1.	Demonstrate mechanics of writing

EXPECTATION /
INDICATOR

Explore drawing, painting, and writing as a way of communicating

The Creative Curriculum for Toddlers

- Skill Development Card P40.3, "Easel Art"
- Skill Development Card P48.1, "Tabletop Coloring"
- Skill Development Card P52.1, "All Kinds of Coloring"

EXPECTATION /
INDICATOR

Imitate drawing marks or scribbling

The Creative Curriculum for Toddlers

- Skill Development Card P48.2, "I'll Copy You!"
- Skill Development Card P56.1, "Lines & Circles"
- Skill Development Card L56.2, "Mimicking Marks"

STANDARD / STRAND

English/Language Arts (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

ELA3.

Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.

INDICATOR / STANDARD

ELA3.2.

Demonstrate ability to communicate a story

EXPECTATION /
INDICATOR

(Developmentally appropriate/emerging outcomes first appear in older toddler)

No Correlation

STANDARD / STRAND

Mathematics (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

M1.

Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

INDICATOR / STANDARD

M1.1.

Demonstrate strong sense of counting

EXPECTATION /
INDICATOR

Imitate verbal counting sequence not necessarily in order

The Creative Curriculum for Toddlers

- Skill Development Card M07.2, "Counting Time"
- Skill Development Card M18.1, "Pretending to Count"
- Skill Development Card M23.1, "Dump and Count"

EXPECTATION /
INDICATOR

Line up or organize objects

The Creative Curriculum for Toddlers

- Skill Development Card P33.2, "Different Kinds of Blocks"
- Skill Development Card P38.1, "Block Builders"

STANDARD / STRAND

Mathematics (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

M1.

Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.

INDICATOR / STANDARD

M1.2.

Demonstrate understanding of written numerals

EXPECTATION /
INDICATOR

Attend to books with pictures and numerals for a few minutes

The Creative Curriculum for Toddlers

- Teaching Guide 2, *Early Explorers, Stories and Books*, pg. 41

STANDARD / STRAND

Mathematics (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M1.	Numeracy - Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	M1.3.	Recognition of number relations

EXPECTATION / INDICATOR

Begin to develop the concept of more

The Creative Curriculum for Toddlers

- Skill Development Card M08.1, “More, Please”
- Skill Development Card M15.1, “Filling Our Bucket”
- Skill Development Card M15.2, “Asking for More”
- Skill Development Card M24.1, “Asking for One More”

EXPECTATION / INDICATOR

Give all objects when asked

The Creative Curriculum for Toddlers

- Skill Development Card C47.1, “Toy Mix-Up”
- Skill Development Card C47.2, “Cleanup Categories”

EXPECTATION / INDICATOR

Separate a whole quantity of something into parts

The Creative Curriculum for Toddlers

- Skill Development Card M24.1, “Asking for One More”
- Skill Development Card M19.1, “Building Blocks”

STANDARD / STRAND

Mathematics (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.
INDICATOR / STANDARD	M2.1.	Exhibit understanding of mathematical structure

EXPECTATION / INDICATOR

Take away objects or combine groups when asked

The Creative Curriculum for Toddlers

- Skill Development Card M24.1, “Asking for One More”

EXPECTATION / INDICATOR

Attend to a new object in a group of objects

The Creative Curriculum for Toddlers

- Skill Development Card M15.1, “Filling Our Bucket”
- Skill Development Card M15.2, “Asking for More”

STANDARD / STRAND

Mathematics (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematical structure and patterning.
INDICATOR / STANDARD	M2.2.	Demonstrate awareness of patterning

EXPECTATION / INDICATOR

Follow along and imitate patterns of sounds and movement

The Creative Curriculum for Toddlers

- Skill Development Card M12.1, “Up and Down.”
- Skill Development Card M22.1, “Drum Patterns”
- Skill Development Card M28.1, “Play That Pattern”

EXPECTATION / INDICATOR

Clap or move to a beat

The Creative Curriculum for Toddlers

- Skill Development Card M16.1, “Rhyming Rhythms”

- Skill Development Card M34.1, “Follow Me!”
- Skill Development Card M34.2, “Musical Movements”

STANDARD / STRAND

Mathematics (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M3.	Data Analysis - Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.
INDICATOR / STANDARD	M3.1.	Demonstrate understanding of classifying
EXPECTATION / INDICATOR		Identify attributes of objects with adult support

The Creative Curriculum for Toddlers

- Skill Development Card M04.1, “Shape Blocks”
- Skill Development Card M21.1, “Big and Small Boxes”
- Skill Development Card M27.2, “Long & Short”

STANDARD / STRAND

Mathematics (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	M4.1.	Understanding of spatial relationships
EXPECTATION / INDICATOR		Begin to combine shapes to make new shapes

No Correlation

EXPECTATION / INDICATOR Hide behind or between objects for play

The Creative Curriculum for Toddlers

- Skill Development Card M31.1, “Seek & Find”
- Skill Development Card M31.2, “Moving to Music”

STANDARD / STRAND

Mathematics (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	M4.2.	Exhibit ability to identify, describe, analyze, compare, and create shapes
EXPECTATION / INDICATOR		Match identical simple shapes

The Creative Curriculum for Toddlers

- Skill Development Card M32.2, “Shape Match”
- Skill Development Card M20.1., “Shape Puzzle”
- Teaching Guide 2, *Early Explorers, Playing With Toys*, pg.42

STANDARD / STRAND

Mathematics (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	M5.1.	Understand the concept of time
EXPECTATION / INDICATOR		Follow a daily schedule with adult support

The Creative Curriculum for Toddlers

- Skill Development Card C27.1, “Getting Ready”
- Skill Development Card C39.1, “What Happens Here?”
- Skill Development Card C39.2, “Around Our School”

STANDARD / STRAND

Mathematics (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	M5.2.	Understand measurement through description and comparison
EXPECTATION / INDICATOR		Use any basic measurement word or gesture to express measurable attributes, such as big/little, soft/hard

The Creative Curriculum for Toddlers

- Skill Development Card M21.1, “Big and Small Boxes”
- Skill Development Card M21.2, “Sizes in Nature”
- Skill Development Card M27.2, “Long & Short”

STANDARD / STRAND

Science (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	SC1.1.	Demonstrate ability to explore objects in the physical world
EXPECTATION / INDICATOR		Notice and react to cause and effect within the physical environment

The Creative Curriculum for Toddlers

- Skill Development Card C31.2, “Can You Reach It?”
- Skill Development Card C35.1, “Stuck Snack”
- Skill Development Card C35.2, “Sand Bottles”

EXPECTATION / INDICATOR		Use tools to explore the physical environment
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The Creative Curriculum for Toddlers

- Skill Development Card SE36.2, “Looking Closely”
- Skill Development Card C43.1, “How Can We Get That?”

STANDARD / STRAND

Science (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	SC1.2.	Demonstrate awareness of the physical properties of objects
EXPECTATION / INDICATOR		Begin to identify physical attributes of objects

The Creative Curriculum for Toddlers

- Skill Development Card M21.1, “Big and Small Boxes”
- Skill Development Card C37.1, “Big Shapes”
- Teaching Guide 1, *Our Busy Day, Outdoors*, pg. 33

EXPECTATION / INDICATOR		Imitate the actions of others as they explore objects
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The Creative Curriculum for Toddlers

- Skill Development Card SE19.1, “Playful Opportunities”
- Skill Development Card SE19.2, “Playing Side by Side”
- Skill Development Card SE21.1, “Rattles With Friends”

EXPECTATION /
INDICATOR

Copy patterns and rhythms with objects

The Creative Curriculum for Toddlers

- *Skill Development Card M22.1, “Drum Patterns”*
- *Skill Development Card M28.1, “Play That Pattern”*

STANDARD / STRAND

Science (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SC2.	Earth and Space Science - Early learners develop foundational skills in learning to understand the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	SC2.1.	Recognize seasonal and weather related changes

EXPECTATION /
INDICATOR

Observe and investigate environment, nature, and weather

The Creative Curriculum for Toddlers

- *Teaching Guide 3, Let’s Build, Outdoors, pg.55*
- *Teaching Guide 3, Helpful Hands, Outdoors, pg. 85*
- *Teaching Guide 1, Talk With Me!, Stories and Books, pg. 63*

STANDARD / STRAND

Science (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants
INDICATOR / STANDARD	SC3.1.	Demonstrate awareness of life

EXPECTATION /
INDICATOR

Identify living organisms by name

The Creative Curriculum for Toddlers

- *Teaching Guide 1, Talk With Me!, Outdoors, pg. 67*
- *Skill Development Card L33.2, “What Do You See?”*
- *Skill Development Card L34.2, “Walk & Talk”*

EXPECTATION /
INDICATOR

Name basic body parts

The Creative Curriculum for Toddlers

- *Skill Development Card L32.1, “Where Are Your Ears?”*
- *Skill Development Card L46.1, “I See Me”*
- *Skill Development Card L46.2, “Can You Find Your Eyes”*

STANDARD / STRAND

Science (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants
INDICATOR / STANDARD	SC3.2.	Demonstrate awareness of the preservation, protection, and care of living creatures and plants

EXPECTATION /
INDICATOR

(Developmentally appropriate/emerging outcomes first appear in older toddler)

No Correlation

STANDARD / STRAND

Science (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SC4.	Engineering - Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.
INDICATOR / STANDARD	SC4.1.	Demonstrate engineering design skills

EXPECTATION /
INDICATOR

Test limits of the learning environment

The Creative Curriculum for Toddlers

- Skill Development Card C43.1, "How Can We Get That?"
- Skill Development Card C43.2, "Rake It to Me!"

EXPECTATION /
INDICATOR

Begin to construct and deconstruct using readily available materials

The Creative Curriculum for Toddlers

- Skill Development Card C49.2, "Watch Me Build"
- Skill Development Card P33.1, "Stack Them Up!"
- Teaching Guide 3, *Let's Build, Playing With Toys*, pg.56

STANDARD / STRAND

Science (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

SC5.

Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.

INDICATOR / STANDARD

SC5.1.

Demonstrate scientific curiosity

EXPECTATION /
INDICATOR

Demonstrate curiosity

The Creative Curriculum for Toddlers

- Skill Development Card C35.1, "Stuck Snack"
- Skill Development Card C35.2, "Sand Bottles"

EXPECTATION /
INDICATOR

Solve problems with adult support using trial and error

The Creative Curriculum for Toddlers

- Skill Development Card, C44.1, "How to Help"
- Skill Development Card, C44.2, "Tricky Lids"
- Skill Development Card, C49.1, "Watching You, Watching Me"

EXPECTATION /
INDICATOR

Actively explore the learning environment

The Creative Curriculum for Toddlers

- Skill Development Card C39.1, "What Happens Here?"
- Skill Development Card C39.2, "Around Our School"
- Skill Development Card C40.1, "Observing Choices"

STANDARD / STRAND

Science (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

SC6.

Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.

INDICATOR / STANDARD

SC6.1.

Demonstrate decomposition of larger tasks into smaller steps

EXPECTATION /
INDICATOR

Follow steps in a simple daily routine with adult support

The Creative Curriculum for Toddlers

- Skill Development Card, L40.1, "I Can Do It!"
- Skill Development Card, L43.1, "Outdoor Requests"
- Skill Development Card, L49.1, "Tasks in Twos"

STANDARD / STRAND

Science (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

SC6.

Computational Thinking - Early learners develop foundational skills in learning and understanding how to identify problems and

		use logic and reasoning to develop step-by-step strategies to solve them.
INDICATOR / STANDARD	SC6.2.	Demonstrate algorithmic thinking and debugging
EXPECTATION / INDICATOR		(Developmentally appropriate/emerging outcomes first appear in older toddler)
		No Correlation
STANDARD / STRAND		Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	SS1.	Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.
INDICATOR / STANDARD	SS1.1.	Demonstrate development of self
EXPECTATION / INDICATOR		Participate in celebrations in the learning environment and community when observed
		No Correlation
EXPECTATION / INDICATOR		Begin to demonstrate a sense of belonging to a group by engaging in parallel play
		<u>The Creative Curriculum for Toddlers</u>
		<ul style="list-style-type: none"> • Skill Development Card SE21.1, “Rattles With Friends” • Skill Development Card SE21.2, “Playing Near You”
EXPECTATION / INDICATOR		Begin to notice differences in self from others
		<u>The Creative Curriculum for Toddlers</u>
		<ul style="list-style-type: none"> • Skill Development Card C21.1, “Silly Me, Silly You” • Skill Development Card C21.2, “Hello Mirror”
EXPECTATION / INDICATOR		Use simple words to show recognition of family members and familiar adults
		<u>The Creative Curriculum for Toddlers</u>
		<ul style="list-style-type: none"> • Skill Development Card L26.1, “Ma-Ma & Da-da” • Skill Development Card L26.2, “Familiar Faces” • Skill Development Card L31.2, “Point or Pat”
STANDARD / STRAND		Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.
INDICATOR / STANDARD	SS2.1.	Demonstrate awareness of chronological thinking
EXPECTATION / INDICATOR		Adapt to changes in routine and/or schedule with adult support
		<u>The Creative Curriculum for Toddlers</u>
		<ul style="list-style-type: none"> • Skill Development Card C39.1, “What Happens Here?” • Skill Development Card C39.2, “Around Our School” • Skill Development Card C46.1, “Creating a Cleanup Routine” • Skill Development Card C53.1, “Set-Up Helper”
EXPECTATION / INDICATOR		Anticipate events
		<u>The Creative Curriculum for Toddlers</u>

- Skill Development Card C27.1, “Getting Ready”
- Skill Development Card C39.1, “What Happens Here?”
- Skill Development Card C39.2, “Around Our School”
- Skill Development Card C53.1, “Set-Up Helper”

STANDARD / STRAND

Social Studies (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.
INDICATOR / STANDARD	SS2.2.	Demonstrate awareness of personal historical knowledge

EXPECTATION / INDICATOR

Respond to stories about time and age

The Creative Curriculum for Toddlers

- Skill Development Card L51.1, “Morning Conversations”
- Skill Development Card L51.2, “Photo Stories”

STANDARD / STRAND

Social Studies (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.
INDICATOR / STANDARD	SS2.3.	Demonstrate awareness of the foundations of government or authority

EXPECTATION / INDICATOR

(Developmentally appropriate/emerging outcomes first appear in older toddler)

No Correlation

STANDARD / STRAND

Social Studies (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS3.	Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.
INDICATOR / STANDARD	SS3.1.	Demonstrate awareness of the world in spatial terms

EXPECTATION / INDICATOR

Begin to respond to simple location terms

The Creative Curriculum for Toddlers

- Skill Development Card M03.1, “Can You Find It!”
- Skill Development Card M03.2, “Put It On!”
- Skill Development Card M31.1, “Seek & Find”

EXPECTATION / INDICATOR

Use a variety of materials to represent familiar objects

The Creative Curriculum for Toddlers

- Skill Development Card C42.1, “Meeting Baby’s Needs”
- Skill Development Card C42.2, “Make Me a Snack!”

STANDARD / STRAND

Social Studies (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS3.	Geography - Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.
INDICATOR / STANDARD	SS3.2.	Demonstrate awareness of places and regions

EXPECTATION /
INDICATOR

Recognize parts of surroundings

The Creative Curriculum for Toddlers

- *Teaching Guide 3, Helping Hands, Stories and Books*, pg. 89
- *Teaching Guide 2, Early Explorers, Outdoors*, pg. 41
- *Skill Development Card C39.1, "What Happens Here?"*

EXPECTATION /
INDICATOR

Look toward location where familiar objects are stored with the expectation of finding them

The Creative Curriculum for Toddlers

- *Skill Development Card C40.1, "Observing Choices"*
- *Skill Development Card C40.2, "Silly Seeking"*
- *Skill Development Card C50.2, "Where My Things Go"*

STANDARD / STRAND

Social Studies (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS4.	Economics - Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.
INDICATOR / STANDARD	SS4.1.	Demonstrate awareness of economics, spending, and making money

EXPECTATION /
INDICATOR

Communicate desire for objects and/or persons that are in the early learning environment or home

The Creative Curriculum for Toddlers

- *Skill Development Card C40.1, "Observing Choices"*
- *Skill Development Card L35.1, "I Want That!"*
- *Skill Development Card L35.2, "Which One?"*

EXPECTATION /
INDICATOR

Imitate familiar roles and routines

The Creative Curriculum for Toddlers

- *Skill Development Card C24.1, "Feed the Baby!"*
- *Skill Development Card C26.1, "Big Hug"*
- *Skill Development Card C26.2, "Baby Doll Routines"*

STANDARD / STRAND

Social Studies (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SS5.	Citizenship - Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.
INDICATOR / STANDARD	SS5.1.	Demonstrate awareness of citizenship

EXPECTATION /
INDICATOR

Observe others carrying out routines and responsibilities and begin to imitate

The Creative Curriculum for Toddlers

- *Skill Development Card SE35.1, "Classroom Tasks"*
- *Skill Development Card SE35.2, "I Can Help!"*
- *Skill Development Card SE35.3, "Let's Clean Up!"*

EXPECTATION /
INDICATOR

Make choices known

The Creative Curriculum for Toddlers

- *Skill Development Card C40.1, "Observing Choices"*
- *Skill Development Card L35.1, "I Want That!"*
- *Teaching Guide 3, Helping Hands, Playing With Toys*, pg. 90

EXPECTATION /
INDICATOR

Begin to understand and follow basic guidance

The Creative Curriculum for Toddlers

- Skill Development Card SE31.1, "Let's Try This!"
- Skill Development Card SE31.2, "When Redirection Doesn't Work"
- Skill Development Card C53.1, "Set-up Helper"

STANDARD / STRAND

Student Wellbeing (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

SW1.

Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.

INDICATOR / STANDARD

SW1.1.

Demonstrate self awareness and confidence

EXPECTATION /
INDICATOR

Identify image of self

The Creative Curriculum for Toddlers

- Skill Development Card C21.1, "Silly Me, Silly You"
- Skill Development Card C21.2, "Hello Mirror"
- Skill Development Card L51.2, "Photo Stories"

EXPECTATION /
INDICATOR

Say own name

The Creative Curriculum for Toddlers

- Skill Development Card L48.1, "What's Your Name?"
- Skill Development Card L48.2, "Name Chant"

EXPECTATION /
INDICATOR

Show knowledge of own abilities

The Creative Curriculum for Toddlers

- Skill Development Card C50.1, "Places for Children's Belongings"
- Skill Development Card C50.2, "Where My Things Go"
- Skill Development Card C53.1, "Set-up Helper"

STANDARD / STRAND

Student Wellbeing (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

SW1.

Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.

INDICATOR / STANDARD

SW1.2.

Demonstrate identification and expression of emotions

EXPECTATION /
INDICATOR

Communicate feelings and emotions

The Creative Curriculum for Toddlers

- Skill Development Card L45.1, "Expressing Likes and Dislikes"
- Skill Development Card SE28.1, "Power Word"
- Skill Development Card SE28.2, "How to Say No"
- Skill Development Card SE30.1, "Developing Empathy"

EXPECTATION /
INDICATOR

Seek adults for comfort when needed and communicated

The Creative Curriculum for Toddlers

- Skill Development Card SE28.1, "Showing Affection"
- Skill Development Card SE30.1, "Developing Empathy"

EXPECTATION /
INDICATOR

Express emotion toward a familiar person

The Creative Curriculum for Toddlers

- Skill Development Card SE23.1, "Showing Affection"
- Skill Development Card SE30.1, "Developing Empathy"

EXPECTATION / INDICATOR

• *Skill Development Card L45.1, “Expressing Likes and Dislikes”*

Imitate comforting behaviors of caregivers

The Creative Curriculum for Toddlers

- *Skill Development Card SE23.1, “Showing Affection”*
- *Skill Development Card SE30.1, “Developing Empathy”*

EXPECTATION / INDICATOR

Use sounds, gestures, and actions to express feelings

The Creative Curriculum for Toddlers

- *Skill Development Card L45.1, “Expressing Likes and Dislikes”*
- *Skill Development Card SE30.1, “Developing Empathy”*
- *Skill Development Card SE23.1, “Showing Affection”*
- *Skill Development Card SE28.1, “Power Word”*
- *Skill Development Card SE28.2, “How to Say No”*

STANDARD / STRAND

Student Wellbeing (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SW2.	Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.
INDICATOR / STANDARD	SW2.1.	Demonstrate self control

EXPECTATION / INDICATOR

Follow simple routines with adult support

The Creative Curriculum for Toddlers

- *Skill Development Card SE35.1, “Classroom Tasks”*
- *Skill Development Card SE35.2, “I Can Help!”*
- *Skill Development Card SE35.3, “Let’s Clean Up!”*

EXPECTATION / INDICATOR

Self-soothe with adult support

The Creative Curriculum for Toddlers

- *Skill Development Card SE30.1, “Developing Empathy”*

EXPECTATION / INDICATOR

Demonstrate the beginnings of impulse control with adult support

The Creative Curriculum for Toddlers

- *Skill Development Card SE31.1, “Let’s Try This!”*
- *Skill Development Card SE31.2, “When Redirection Doesn’t Work”*

STANDARD / STRAND

Student Wellbeing (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SW3.	Conflict Resolution - Early learners develop foundational skills that support conflict resolution and conflict management.
INDICATOR / STANDARD	SW3.1.	Demonstrate conflict resolution

EXPECTATION / INDICATOR

Engage in conflict with peers regarding possession of items

The Creative Curriculum for Toddlers

- *Skill Development Card SE28.1, “Power Word”*
- *Skill Development Card SE28.2, “How to Say No”*
- *Skill Development Card SE37.1, “Working Together”*

EXPECTATION / INDICATOR

Imitate how others solve conflicts

The Creative Curriculum for Toddlers

- *Skill Development Card SE28.1, “Power Word”*

- Skill Development Card SE28.2, “How to Say No”
- Skill Development Card L45.1, “Expressing Likes and Dislikes”
- Skill Development Card SE37.1, “Working Together”

EXPECTATION /
INDICATOR

Experiment with trial and error approaches to solve simple problems and conflicts

The Creative Curriculum for Toddlers

- Skill Development Card SE28.1, “Power Word”
- Skill Development Card SE28.2, “How to Say No”
- Skill Development Card SE31.1, “Let’s Try This!”
- Skill Development Card SE37.1, “Working Together”

STANDARD / STRAND

Student Wellbeing (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	SW4.	Building Relationships - Early learners develop foundational skills that support social development and engagement with others.
INDICATOR / STANDARD	SW4.1.	Demonstrate relationship skills

EXPECTATION /
INDICATOR

Engage in social interactions with familiar adults

The Creative Curriculum for Toddlers

- Teaching Guide 1, *Talk With Me!, Outdoors*, pg. 67
- Teaching Guide 2, *Early Explorers, Playing With Toys*, pg. 34
- Teaching Guide 3, *Sing With Me!, Stories and Books*, pg. 23

EXPECTATION /
INDICATOR

Show feelings of security with familiar adults

The Creative Curriculum for Toddlers

- Teaching Guide 1, *You & Me, Routine Spotlight*, pg. 18
- Teaching Guide 1, *Talk With Me!, Routine Spotlight*, pg. 58

EXPECTATION /
INDICATOR

Seek adult assistance with challenges, but may refuse help and may say no

The Creative Curriculum for Toddlers

- Skill Development Card C44.1, “How to Help”
- Skill Development Card SE28.1, “Power Word”
- Skill Development Card SE28.2, “How to Say No”

EXPECTATION /
INDICATOR

Use social referencing when encountering new experiences

The Creative Curriculum for Toddlers

- Skill Development Card SE37.1, “Working Together”
- Skill Development Card SE37.2, “Making a Cake”

EXPECTATION /
INDICATOR

Observe friendship skills in the learning environment

The Creative Curriculum for Toddlers

- Skill Development Card SE37.1, “Working Together”
- Skill Development Card SE27.1, “Give and Take”
- Teaching Guide 1, *Talk With Me!, Routine Spotlight*, pg. 66

EXPECTATION /
INDICATOR

Engage in solitary play

The Creative Curriculum for Toddlers

- Skill Development Card SE18.1, “Growing Independence”
- Skill Development Card SE19.1, “Playful Opportunities”

• *Teaching Guide 1, Talk With Me!, Playing With Toys*, pg. 56

EXPECTATION /
INDICATOR

Begin to exhibit skills in parallel play

The Creative Curriculum for Toddlers

- *Skill Development Card SE19.2, "Playing Side by Side"*
- *Skill Development Card SE21.1, "Rattles With Friends"*
- *Skill Development Card SE21.2, "Playing Near You"*
- *Skill Development Card SE27.1, "Give and Take"*

STANDARD / STRAND

Approaches to Play and Learning (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

APL1.

Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.

INDICATOR / STANDARD

APL1.1.

Demonstrate initiative and self-direction

EXPECTATION /
INDICATOR

Show interest in what others are doing

The Creative Curriculum for Toddlers

- *Skill Development Card LC49.1, "Watching You, Watching Me"*
- *Skill Development Card C49.2, "Watch Me Build!"*

EXPECTATION /
INDICATOR

Select desired object from several options

The Creative Curriculum for Toddlers

- *Skill Development Card C40.1, "Observing Choices"*
- *Skill Development Card C40.2, "Silly Seeking"*
- *Skill Development Card L35.2, "Which One?"*

EXPECTATION /
INDICATOR

Demonstrate curiosity/interest in new objects, experiences, and people

The Creative Curriculum for Toddlers

- *Skill Development Card L51.1, "Morning Conversations"*
- *Skill Development Card C52.1, "Let's Dress Up!"*
- *Teaching Guide 1, Talk With Me!, Playing With Toys*, pg. 68

STANDARD / STRAND

Approaches to Play and Learning (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

APL1.

Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.

INDICATOR / STANDARD

APL1.2.

Demonstrate interest and curiosity as a learner

EXPECTATION /
INDICATOR

Ask questions about familiar objects, people, and experiences

The Creative Curriculum for Toddlers

- *Skill Development Card C51.2, "Photo Stories"*
- *Skill Development Card C47.1, "Words During Play"*
- *Skill Development Card C47.2, "Who's at School Today?"*

EXPECTATION /
INDICATOR

Demonstrate curiosity and interest in new objects, experiences, and people

The Creative Curriculum for Toddlers

- *Skill Development Card L51.1, "Morning Conversations"*
- *Skill Development Card C52.1, "Let's Dress Up!"*
- *Teaching Guide 1, Talk With Me!, Playing With Toys*, pg. 68

EXPECTATION /
INDICATOR

Explore and manipulate familiar objects in the learning environment

The Creative Curriculum for Toddlers

- Skill Development Card C43.1, "How Can We Get That?"
- Skill Development Card C42.2, "Make Me a Snack!"

STANDARD / STRAND

Approaches to Play and Learning (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

APL2.

Flexible Thinking - Early learners develop foundational skills that support flexible thinking (the ability to find new solutions and see situations in more than one way) and social interactions during play.

INDICATOR / STANDARD

APL2.1.

Demonstrate development of flexible thinking skills during play

EXPECTATION /
INDICATOR

Use objects for real or imagined purposes

The Creative Curriculum for Toddlers

- Skill Development Card C42.1, "Meeting Baby's Needs"
- Skill Development Card C52.1, "Let's Dress Up"
- Skill Development Card C52.2, "Dress Up Dramatic Play"

STANDARD / STRAND

Approaches to Play and Learning (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

APL3.

Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.

INDICATOR / STANDARD

APL3.1.

Demonstrate development of sustained attention and persistence

EXPECTATION /
INDICATOR

Jointly attend to a book with an adult for several minutes

The Creative Curriculum for Toddlers

- Skill Development Card LT10.1, "Pointing Picture Walk"
- Skill Development Card LT10.2, "Wordless Wonders"
- Skill Development Card LT19.1, "Animal Book Adventure"

EXPECTATION /
INDICATOR

Engage and persist with an activity, toy, or object, but is easily distracted

The Creative Curriculum for Toddlers

- Skill Development Card C35.1, "Stuck Snack"
- Skill Development Card C35.2, "Sand Bottles"
- Skill Development Card C43.2, "Rake It to Me!"

EXPECTATION /
INDICATOR

Engage for longer periods of time when trying to work through tasks

The Creative Curriculum for Toddlers

- Skill Development Card C44.2, "Tricky Lids"
- Skill Development Card C49.1, "Watch me Build!"
- Skill Development Card C53.1, "Set-Up Helper"

STANDARD / STRAND

Approaches to Play and Learning (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

APL4.

Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.

INDICATOR / STANDARD

APL4.1.

Demonstrate development of social interactions during play

EXPECTATION /
INDICATOR

Engage in solitary play

	<p><u>The Creative Curriculum for Toddlers</u></p> <ul style="list-style-type: none"> • Skill Development Card SE18.1, “Growing Independence” • Skill Development Card SE19.1, “Playful Opportunities” • Teaching Guide 1, <i>Talk With Me!, Playing With Toys</i>, pg. 56
<p>EXPECTATION / INDICATOR</p>	<p>Begin to exhibit skills in parallel play</p> <p><u>The Creative Curriculum for Toddlers</u></p> <ul style="list-style-type: none"> • Skill Development Card SE19.2, “Playing Side by Side” • Skill Development Card SE21.1, “Rattles With Friends” • Skill Development Card SE21.2, “Playing Near You”
<p>EXPECTATION / INDICATOR</p>	<p>Show preference for certain peers over time although these preferences may shift</p> <p><u>The Creative Curriculum for Toddlers</u></p> <ul style="list-style-type: none"> • Teaching Guide 1, <i>Talk With Me!, Routine Spotlight</i>, pg.66 • Teaching Guide 3, <i>Helping Hands, Routine Spotlight</i>, pg.88
<p>STANDARD / STRAND</p>	<p>Creative Arts (Younger Toddler)</p>
<p>PROFICIENCY STATEMENT / SUBSTRAND</p>	<p>CA1. Music - Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.</p>
<p>INDICATOR / STANDARD</p>	<p>CA1.1. Demonstrate creative music expression</p>
<p>EXPECTATION / INDICATOR</p>	<p>Respond to music by moving own body</p> <p><u>The Creative Curriculum for Toddlers</u></p> <ul style="list-style-type: none"> • Skill Development Card LT06.1, “Move to the Music” • Skill Development Card P36.2, “Let’s Dance” • Teaching Guide 3, <i>Sing With Me!, Music and Movement</i>, pg.16
<p>EXPECTATION / INDICATOR</p>	<p>Participate in diverse musical genres and styles</p> <p><u>The Creative Curriculum for Toddlers</u></p> <ul style="list-style-type: none"> • Curriculum Guide for Infants and Toddlers, <i>Creating a Responsive Environment, Music and Movement</i> pg. 68 • Teaching Guide 3, <i>Sing With Me!, Routine Spotlight</i>, pg.22 • Teaching Guide 1, <i>On the Move, Music and Movement</i>, pg.82
<p>EXPECTATION / INDICATOR</p>	<p>Imitate sounds using voice or objects</p> <p><u>The Creative Curriculum for Toddlers</u></p> <ul style="list-style-type: none"> • Skill Development Card LT09.1, “Silly Stomp” • Skill Development Card LT09.2, “Follow Me”
<p>EXPECTATION / INDICATOR</p>	<p>Sing along to familiar songs</p> <p><u>The Creative Curriculum for Toddlers</u></p> <ul style="list-style-type: none"> • Skill Development Card LT12.1, “Our Favorite Songs” • Skill Development Card LT12.2, “Baby Bumblebee” • Skill Development Card LT15.2, “Let’s Sing Hello”
<p>EXPECTATION / INDICATOR</p>	<p>Respond to rhythmic patterns with objects</p> <p><u>The Creative Curriculum for Toddlers</u></p> <ul style="list-style-type: none"> • Skill Development Card M16.1, “Rhyming Rhythms” • Skill Development Card M28.1, “Play that Pattern” • Skill Development Card M34.1, “Follow Me”

STANDARD / STRAND**Creative Arts (Younger Toddler)**

PROFICIENCY STATEMENT / SUBSTRAND	CA2.	Dance - Early learners develop foundational skills that support creative expression through movement.
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INDICATOR / STANDARD	CA2.1.	Demonstrate creative movement expression
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EXPECTATION / INDICATOR Use whole body to respond to music

The Creative Curriculum for Toddlers

- Skill Development Card P36.2, "Let's Dance!"
- Skill Development Card P53.2, "Fasy & Slow Dancing"
- Skill Development Card P53.3, "Ballet Dancers"

STANDARD / STRAND**Creative Arts (Younger Toddler)**

PROFICIENCY STATEMENT / SUBSTRAND	CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
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INDICATOR / STANDARD	CA3.1.	Demonstrate creative expression through the visual art process or experience
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EXPECTATION / INDICATOR Use simple art materials

The Creative Curriculum for Toddlers

- Teaching Guide 3, *Let's Create!, Routine Spotlight*, pg. 36
- Teaching Guide 3, *Let's Create!, Exploring Art*, pg. 42
- Teaching Guide 3, *Let's Create!, Exploring Art*, pg. 46

EXPECTATION / INDICATOR Express preferences for certain art materials

The Creative Curriculum for Toddlers

- Teaching Guide 1, *Our Busy Day, Exploring Art*, pg. 43
- Teaching Guide 1, *Talk With Me!, Exploring Art*, pg. 61

STANDARD / STRAND**Creative Arts (Younger Toddler)**

PROFICIENCY STATEMENT / SUBSTRAND	CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
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INDICATOR / STANDARD	CA3.2.	Demonstrate creative expression through visual art production and presentation
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EXPECTATION / INDICATOR Explore a variety of media

The Creative Curriculum for Toddlers

- Skill Development Card P48.1, "Tabletop Coloring"
- Skill Development Card P51.1, "Dough Dig"
- Teaching Guide 3, *Let's Create!, Exploring Art*, pg. 46

STANDARD / STRAND**Creative Arts (Younger Toddler)**

PROFICIENCY STATEMENT / SUBSTRAND	CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
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INDICATOR / STANDARD	CA3.3.	Demonstrate creative expression through art appreciation
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EXPECTATION / INDICATOR Express likes or dislikes of certain colors or patterns

The Creative Curriculum for Toddlers

	<ul style="list-style-type: none"> • Skill Development Card C23.1, “Colors All Around” • Skill Development Card C23.2, “Colorful Collection” • Teaching Guide 2, <i>Hands in Action, Discovery</i>, pg. 12
EXPECTATION / INDICATOR	Look at pictures, photographs, and illustrations

The Creative Curriculum for Toddlers

- Teaching Guide 1, *Our Busy Day, Imitating and Pretending*, pg. 39
- Skill Development Card L51.2, “Photo Stories”
- Skill Development Card LT13.2, “Pictures of Our Class”

STANDARD / STRAND

Creative Arts (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	CA4.	Dramatic Play - Early learners develop foundational skills that support creative expression and interaction through dramatic play.
INDICATOR / STANDARD	CA4.1.	Demonstrate creative expression through dramatic play

EXPECTATION / INDICATOR	Engage in solitary play
	<p><u>The Creative Curriculum for Toddlers</u></p> <ul style="list-style-type: none"> • Skill Development Card SE19.1, “Playful Opportunities” • Teaching Guide 1, <i>Talk With Me!, Playing With Toys</i>, pg. 56

EXPECTATION / INDICATOR	Begin to exhibit skills in parallel play
	<p><u>The Creative Curriculum for Toddlers</u></p> <ul style="list-style-type: none"> • Skill Development Card SE21.1, “Rattles With Friends” • Skill Development Card SE21.2, “Playing Near You” • Skill Development Card SE37.2 “Making a Cake”

EXPECTATION / INDICATOR	Use objects as symbols for other things
	<p><u>The Creative Curriculum for Toddlers</u></p> <ul style="list-style-type: none"> • Skill Development Card C28.1, “Supporting Pretend Play” • Skill Development Card C28.3, “Ring, Ring, Hello!” • Skill Development Card C42.2, “Make Me a Snack!”

EXPECTATION / INDICATOR	Demonstrate simple character/animal sounds with motions
	<p><u>The Creative Curriculum for Toddlers</u></p> <ul style="list-style-type: none"> • Skill Development Card C48.2, “Taking Dolls Outdoors” • Teaching Guide 1, <i>You & Me, Stories and Books</i>, pg. 15 • Teaching Guide 3, <i>Sing With Me!, Imitating and Pretending</i>, pg. 13

STANDARD / STRAND

Physical Health and Growth (Younger Toddler)

PROFICIENCY STATEMENT / SUBSTRAND	PHG1.	Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	PHG1.1.	Demonstrate development of healthy practices

EXPECTATION / INDICATOR	Participate with adult support in health and hygiene-related behaviors
	<p><u>The Creative Curriculum for Toddlers</u></p> <ul style="list-style-type: none"> • Skill Development Card SE26.2, “Let’s Wash Our Hands!” • Teaching Guide 2, <i>Early Explorers, Routine Spotlight</i>, pg. 36 • Teaching Guide 3, <i>Helping Hands, Tasting and Preparing Food</i>, pg. 78

EXPECTATION /
INDICATOR

Imitate personal health practices

The Creative Curriculum for Toddlers

- *Skill Development Card SE26.2, "Let's Wash Our Hands!"*
- *Teaching Guide 2, Early Explorers, Routine Spotlight, pg. 36*
- *Teaching Guide 3, Helping Hands, Routine Spotlight, pg. 76*

STANDARD / STRAND

Physical Health and Growth (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

PHG1.

Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.

INDICATOR / STANDARD

PHG1.2.

Demonstrate development of safety practices

EXPECTATION /
INDICATOR

Demonstrate awareness of danger

The Creative Curriculum for Toddlers

- *Skill Development Card P35.2, "Climbing Outdoors"*

EXPECTATION /
INDICATOR

Respond to adult direction to change behavior to avoid danger or prevent injuries

The Creative Curriculum for Toddlers

- *Skill Development Card SE31.1, "Let's Try This!"*
- *Skill Development Card SE31.2, "When Redirection Doesn't Work"*
- *Skill Development Card P35.1, "Maintaining a Safe Environment"*

STANDARD / STRAND

Physical Health and Growth (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

PHG1.

Health and Safety - Early learners develop foundational skills that support healthy, safe, and nutritious practices.

INDICATOR / STANDARD

PHG1.3.

Demonstrate development of nutrition awareness

EXPECTATION /
INDICATOR

Express when hungry or full

The Creative Curriculum for Toddlers

- *Teaching Guide 1, Talk With Me!, Routine Spotlight, pg. 54*
- *Teaching Guide 2, Listen To Me!, Routine Spotlight, pg. 54*

EXPECTATION /
INDICATOR

Try new foods

The Creative Curriculum for Toddlers

- *Teaching Guide 1, You & Me, Routine Spotlight, pg. 22*
- *Teaching Guide 2, Hands in Action, Routine Spotlight, pg. 14*
- *Teaching Guide 2, Early Explorers, Routine Spotlight, pg. 40*

EXPECTATION /
INDICATOR

Follow a regular eating routine

The Creative Curriculum for Toddlers

- *Teaching Guide 1, Our Busy Day, Routine Spotlight, pg. 40*
- *Teaching Guide 3, Helping Hands, Routine Spotlight, pg. 88*
- *Skill Development Card SE22.2, "Let's Eat!"*

STANDARD / STRAND

Physical Health and Growth (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

PHG2.

Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.

INDICATOR / STANDARD

PHG2.1.

Demonstrate how the five senses support processing information

EXPECTATION /
INDICATOR

Try a new action with a familiar object

The Creative Curriculum for Toddlers

- *Skill Development Card C43.1, "How Can We Get That?"*
- *Teaching Guide 2, Early Explorers, Imitating and Pretending, pg. 35*
- *Teaching Guide 3, Let's Create, Routine Spotlight, pg. 36*

EXPECTATION /
INDICATOR

Interact with their physical environment using tactile, visual, auditory, olfactory, and gustatory senses

The Creative Curriculum for Toddlers

- *Skill Development Card C49.1, "Watching You, Watching Me"*
- *Teaching Guide 2, Early Explorers, Stories and Books, pg. 37*
- *Teaching Guide 2, Let's Play!, Routine Spotlight, pg. 84*

STANDARD / STRAND

Physical Health and Growth (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

PHG2.

Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.

INDICATOR / STANDARD

PHG2.2.

Demonstrate development of body awareness and physical activity

EXPECTATION /
INDICATOR

Identify basic body parts

The Creative Curriculum for Toddlers

- *Skill Development Card L32.1, "Where Are Your Ears?"*
- *Skill Development Card L46.1, "I See Me"*
- *Skill Development Card L46.2, "Can You Find Your Eyes"*

EXPECTATION /
INDICATOR

Use trial and error to discover how the body and objects move through space

The Creative Curriculum for Toddlers

- *Skill Development Card P39.2, "Wall Ball"*
- *Skill Development Card P41.3, "Carrying Big Balls"*
- *Skill Development Card P47.3, "Kick & Chase"*

EXPECTATION /
INDICATOR

Use simple movement skills to participate in active physical play

The Creative Curriculum for Toddlers

- *Skill Development Card P31.1, "Transitional Movements"*
- *Skill Development Card P39.1, "Ball Toss"*
- *Skill Development Card P44.2, "Fast & Slow"*

STANDARD / STRAND

Physical Health and Growth (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

PHG3.

Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.

INDICATOR / STANDARD

PHG3.1.

Demonstrate development of fine and gross motor coordination

EXPECTATION /
INDICATOR

Gain control of hands and fingers

The Creative Curriculum for Toddlers

- *Skill Development Card P25.3, "Pincer Puzzle"*
- *Skill Development Card P55.1, "Beads on a Stick"*
- *Skill Development Card P55.2, "Pipe Cleaner Beading"*

EXPECTATION /
INDICATOR

Begin to develop coordination and balance, requiring less support

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- *Skill Development Card SE41.2, "Cleanup Carry"*
- *Skill Development Card P49.1, "Tightrope Walking"*
- *Skill Development Card SE49.2, "Walk the Line"*

STANDARD / STRAND

Physical Health and Growth (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

PHG3.

Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.

INDICATOR / STANDARD

PHG3.2.

Demonstrate development of oral motor skills

EXPECTATION /
INDICATOR

Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control

- *Skill Development Card SE29.1, "Fork Foods"*
- *Skill Development Card SE32.2, "Spoon Feeding"*
- *Skill Development Card L29.1, "Spoken Words"*
- *Skill Development Card L34.1, "Time to Talk"*

STANDARD / STRAND

Physical Health and Growth (Younger Toddler)

**PROFICIENCY
STATEMENT /
SUBSTRAND**

PHG4.

Personal Care - Early learners develop foundational skills that support the independent care of one's self.

INDICATOR / STANDARD

PHG4.1.

Demonstrate increased independence in personal care routines

EXPECTATION /
INDICATOR

Show interest in assisting with personal body care practices

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- *Skill Development Card SE26.2, "Let's Wash Our Hands!"*
- *Teaching Guide 1, You & Me, Routine Spotlight, pg. 18*
- *Teaching Guide 2, Early Explorers, Routine Spotlight, pg. 36*

EXPECTATION /
INDICATOR

Show interest in assisting with dressing and undressing self

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- *Skill Development Card SE17.2, "Getting Dressed Song"*
- *Skill Development Card SE25.1, "Putting On Shoes"*
- *Skill Development Card SE33.1, "Shoes & Socks"*

EXPECTATION /
INDICATOR

Able to feed self with some assistance

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- *Skill Development Card SE22.1, "I Can Feed Myself!"*
- *Skill Development Card SE329.2, "Fork Fun"*
- *Skill Development Card SE32.1, "No Spills"*

EXPECTATION /
INDICATOR

Exhibit beginning awareness of toileting needs

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Teaching Guide 3, Sing With Me, Routine Spotlight, pg. 22
Teaching Guide 3, Helping Hands, Routine Spotlight, pg. 84