

Alignment of



The Creative Curriculum® *for* Preschool



WITH

Teaching Strategies’
The Creative Curriculum® for Preschool, Guided Edition
 aligned to
 Utah Core Standards for Early Learning
 Standards adopted 2020

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3- and 4-Year-Olds
OBJECTIVE / STRAND		SCIENCE
INDICATOR / CLUSTER	Strand 1:	WEATHER
EXPECTATION / STANDARD	Standard 3–4 yr.1.1.	Obtain and communicate information about local, observable weather conditions while exploring and describing patterns found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm. <i><u>The Creative Curriculum® for Preschool</u></i> • Mighty Minutes 204, “How’s the Weather?”
EXPECTATION / STANDARD	Standard 3–4 yr.1.2.	Obtain and communicate information about human behavior patterns in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather. <i><u>The Creative Curriculum® for Preschool</u></i> • Clothes Teaching Guide, Investigation 1, Day 2, Large Group, pg. 30
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3- and 4-Year-Olds
OBJECTIVE / STRAND		SCIENCE
INDICATOR / CLUSTER	Strand 2:	LIGHT
EXPECTATION / STANDARD	Standard 3–4 yr.2.1.	Plan and carry out an investigation using the five senses to determine the effect of sunlight on different surfaces and materials. Examples could include determining if the effect is hot or cold or a light or dark surface. <i><u>The Creative Curriculum® for Preschool</u></i> • Light Teaching Guide, Investigation 3, Day 1, Choice Time pg. 49
EXPECTATION / STANDARD	Standard 3–4 yr.2.2.	Carry out an investigation to show the effect of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them. Examples could include observations about light when navigating a room with the lights off compared to the lights on. <i><u>The Creative Curriculum® for Preschool</u></i> • Light Teaching Guide Investigation 2, Day 1, Large Group, pg. 38

EXPECTATION / STANDARD	Standard 3–4yr.2.3.	Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places. <i><u>The Creative Curriculum® for Preschool</u></i> • Gardening Study, Investigation 1, Day 2, Large Group, pg. 32
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3- and 4-Year-Olds
OBJECTIVE / STRAND		SCIENCE
INDICATOR / CLUSTER	Strand 3:	LIVING THINGS
EXPECTATION / STANDARD	Standard 3-4 yr.3.1.	Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, and animals depend on water and food to live. <i><u>The Creative Curriculum® for Preschool</u></i> • Mighty Minute 225, “A Seed in Need”
EXPECTATION / STANDARD	Standard 3–4 yr.3.2.	Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive. <i><u>The Creative Curriculum® for Preschool</u></i> • Children’s Book Collection: Who Lives in Trees?
EXPECTATION / STANDARD	Standard 3-4 yr.3.3.	Obtain and communicate information about the behavior patterns that help humans and animals survive when they are young. Examples of behavior patterns could include parents responding to needs, providing shelter and sustenance, and ensuring the security of their offspring. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE35, “Take Care of Baby”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3- and 4-Year-Olds
OBJECTIVE / STRAND		SCIENCE
INDICATOR / CLUSTER	Strand 4:	MATTER AND MOTION
EXPECTATION / STANDARD	Standard 3-4 yr.4.1.	Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience M07, “Ice Cubes”
EXPECTATION / STANDARD	Standard 3-4 yr.4.2.	Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience M84, “Ramp Experiments”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS

INDICATOR / CLUSTER	Strand 1:	ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING
EXPECTATION / STANDARD	Standard ELA 3 yr.1.1.	<p>Speak in simple sentences to communicate wants and needs.</p> <p><u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE17, “Supporting Children to Use Their Words”</p>
EXPECTATION / STANDARD	Standard ELA 3 yr.1.2.	<p>Begin to understand and use nouns, verbs, prepositions, and pronouns.</p> <p><u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 215, “Once Upon a Blank”</p>
EXPECTATION / STANDARD	Standard ELA 3 yr.1.3.	<p>Begin to ask and answer simple questions (for example, who, what, where).</p> <p><u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL45 “Asking Questions”</p>
EXPECTATION / STANDARD	Standard ELA 3 yr.1.4.	<p>With prompting and support, describe attributes of familiar people, places, things, and events.</p> <p><u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 297, “Can You Guess Who?”</p>
EXPECTATION / STANDARD	Standard ELA 3 yr.1.5.	<p>With prompting and support, use and talk about new vocabulary through rich texts, projects, guided conversation, and play.</p> <p><u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL43, “Introducing New Vocabulary”</p>
EXPECTATION / STANDARD	Standard ELA 3 yr.1.6.	<p>With prompting and support, sort objects into categories (for example, shapes, foods) and begin to discuss commonalities and differences.</p> <p><u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M05, “Sorting and Classifying”</p>
EXPECTATION / STANDARD	Standard ELA 3 yr.1.7.	<p>With prompting and support, explore opposites (antonyms) (for example, happy/sad, up/down, big/little).</p> <p><u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 282, “Hot or Cold”</p>
EXPECTATION / STANDARD	Standard ELA 3 yr.1.8.	<p>With prompting and support, engage in conversations with peers and adults.</p> <p><u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE10, “My Turn at the Microphone”</p>
EXPECTATION / STANDARD	Standard ELA 3 yr.1.9.	<p>With prompting and support, begin to recognize that there are rules for conversation (for example, listening to others, staying on topic, taking turns speaking).</p> <p><u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE10, “My Turn at the Microphone”</p>

EXPECTATION / STANDARD	Standard ELA 3 yr.1.10.	Follow one-step directions to complete a task or routine (for example, “Please find a seat on the rug.” “Please put the ball in the basket.”). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE20, “Cleanup Time”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	CONCEPTS OF PRINT
INDICATOR	Standard ELA 3 yr.2.1.	With prompting and support, correctly hold a book. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL67, “Book Cover Memory Game”
INDICATOR	Standard ELA 3 yr.2.2.	With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the text. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL22, “Coupon Match”
INDICATOR	Standard ELA 3 yr.2.3.	With prompting and support, identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL23, “Playing with Environmental Print”
INDICATOR	Standard ELA 3 yr.2.4.	With prompting and support, recognize that print is read from top to bottom, left to right, and from front to back. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL64, “Will You Read to Me?”
INDICATOR	Standard ELA 3 yr.2.5.	Explore the difference between pictures and words. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL77, “Picture Walk & Talk”
INDICATOR	Standard ELA 3 yr.2.6.	Begins in four-year-old standards. No Correlations
INDICATOR	Standard ELA 3 yr.2.7.	Begins in four-year-old standards. No Correlations
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	PHONOLOGICAL AWARENESS

INDICATOR	Standard ELA 3 yr.2.8.	With prompting and support, explore sounds (phonemes) in spoken language. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL12, “Same Sound Sort”
INDICATOR	Standard ELA 3 yr.2.9.	With prompting and support, explore rhyming words in familiar songs/books. <u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 217, “Mind on Rhymes”
INDICATOR	Standard ELA 3 yr.2.10.	With prompting and support, explore syllables in simple words (for example, clap children’s names). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL52, “Tap It, Clap It, Stomp It, Jump It”
INDICATOR	Standard ELA 3 yr.2.11.	Begins in four-year-old standards. No Correlations
INDICATOR	Standard ELA 3 yr.2.12.	With prompting and support, begin to identify the initial sounds of words. <u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 266, “Letter Sounds”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	WORD RECOGNITION
INDICATOR	Standard ELA 3 yr.2.13.	With prompting and support, explore that words are made up of letters and sounds. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL20, “Baggie Books”
INDICATOR	Standard ELA 3 yr.2.14.	With prompting and support, begin to identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL07, “Letters, Letters, Letters”
INDICATOR	Standard ELA 3 yr.2.15.	Recognize their own name in print. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL41, “Our Names, Our Things”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	RECALL INFORMATION
INDICATOR	Standard ELA 3 yr.2.16.	Begins in four-year-old standards. No Correlations

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	COMPREHENSION
INDICATOR	Standard ELA 3 yr.2.17.	With prompting and support, listen attentively to simple texts. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL64, “Will You Read to Me?”
INDICATOR	Standard ELA 3 yr.2.18.	With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL59, “Question Basket”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 3:	WRITING
EXPECTATION / STANDARD	Standard ELA 3 yr.3.1.	With prompting and support, begin to experiment with writing and represent ideas visually (for example, scribble, stamp, glue pictures on paper). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL39, “My Daily Journal”
EXPECTATION / STANDARD	Standard ELA 3 yr.3.2.	Begins in four-year-old standards. No Correlations
EXPECTATION / STANDARD	Standard ELA 3 yr.3.3.	Begins in four-year-old standards. No Correlations
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		FINE ARTS
INDICATOR / CLUSTER	Strand 1:	DRAMA
EXPECTATION / STANDARD	Standard FA 3 yr.1.1.	With prompting and support, express ideas, information, and feelings through dramatic play. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL53, “We’re Going on a Trip”
EXPECTATION / STANDARD	Standard FA 3 yr.1.2.	With prompting and support, attend to an adult telling stories or nursery rhymes and act out different parts. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL06, “Dramatic Storytelling”
EXPECTATION / STANDARD	Standard FA 3 yr.1.3.	Imitate real-life or pretend roles in play. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE35, “Take Care of Baby”

EXPECTATION / STANDARD	Standard FA 3 yr.1.4.	With prompting and support, begin to work independently and cooperatively in dramatic play. <u><i>The Creative Curriculum® for Preschool</i></u> • Clothes Teaching Guide, Investigation 1, Day 4, Choice Time, pg. 35
EXPECTATION / STANDARD	Standard FA 3 yr.1.5.	With prompting and support, attend to and show appreciation for the dramatization of others (for example, clap, high fives, “good job”). <u><i>The Creative Curriculum® for Preschool</i></u> • No correlations
EXPECTATION / STANDARD	Standard FA 3 yr.1.6.	With prompting and support, participate in a scene or play with a beginning and end. <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience LL33, “Clothesline Storytelling”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		FINE ARTS
INDICATOR / CLUSTER	Strand 2:	DANCE
EXPECTATION / STANDARD	Standard FA 3 yr.2.1.	Move in rhythm with the music. <u><i>The Creative Curriculum® for Preschool</i></u> • Mighty Minute 280, “Stoplight Dance”
EXPECTATION / STANDARD	Standard FA 3 yr.2.2.	Move the body to express feelings and ideas. <u><i>The Creative Curriculum® for Preschool</i></u> • Mighty Minutes 142, “The Feelings Dance”
EXPECTATION / STANDARD	Standard FA 3 yr.2.3.	Demonstrate self-regulation through large motor balance, stability, and control in dance within a defined space. <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience P35, “Stand Up & Dance”
EXPECTATION / STANDARD	Standard FA 3 yr.2.4.	Find different ways to control movements of the body, arms, and legs to develop coordination and mobility. <u><i>The Creative Curriculum® for Preschool</i></u> • Mighty Minute 137, “Cat and Cow Yoga” • Exercise Teaching Guide, Investigation 3, Day 4, Choice Time, pg. 57
EXPECTATION / STANDARD	Standard FA 3 yr.2.5.	With prompting and support, begin to dance with others while respecting space boundaries and maintaining body control. <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience P12, “Exploring Pathways”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		FINE ARTS
INDICATOR / CLUSTER	Strand 3:	MUSIC
EXPECTATION / STANDARD	Standard FA 3 yr.3.1.	With prompting and support, participate in listening to and singing simple songs and fingerplays. <u><i>The Creative Curriculum® for Preschool</i></u> • Mighty Minutes 237, “Rainbow Song”

EXPECTATION / STANDARD	Standard FA 3 yr.3.2.	Explore and experiment with musical instruments. <u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 239, “Musical Patterns”
EXPECTATION / STANDARD	Standard FA 3 yr.3.3.	Show awareness and appreciation of different kinds of music. <u>The Creative Curriculum® for Preschool</u> • Music Making Study, Investigation 4, Day 2, Large Group, pg. 68 • Volume 2, Interest Areas, Chapter 8, Music and Movement”
EXPECTATION / STANDARD	Standard FA 3 yr.3.4.	With prompting and support, express thoughts, feelings, and energy through music. <u>The Creative Curriculum® for Preschool</u> • Music Making Study, Investigation 4, Day 1, Large Group, pg. 66 • Mighty Minutes 142, “The Feelings Dance” • Volume 2, Interest Areas, Chapter 8, Music and Movement”
EXPECTATION / STANDARD	Standard FA 3 yr.3.5.	With prompting and support, begin to explore folk songs and singing games from various cultures. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL14, “Did You Ever See?...”
EXPECTATION / STANDARD	Standard FA 3 yr.3.6.	With prompting and support, begin to identify favorite songs. <u>The Creative Curriculum® for Preschool</u> • Music Making Study Investigation 3, Day 1, Question of the Day pg. 54 • Volume 2, Interest Areas, Chapter 8, Music and Movement”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		FINE ARTS
INDICATOR / CLUSTER	Strand 4:	VISUAL ARTS
EXPECTATION / STANDARD	Standard FA 3 yr.4.1.	Show interest and create works of art using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience P34, “Clay Engraving”
EXPECTATION / STANDARD	Standard FA 3 yr.4.2.	Recognize basic colors (for example, red, yellow, blue, orange, purple and green). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL61, “Color Hunt”
EXPECTATION / STANDARD	Standard FA 3 yr.4.3.	With prompting and support, explore and identify physical characteristics of the environment including colors, textures, and light. <u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 223, “Eye on the Sky”
EXPECTATION / STANDARD	Standard FA 3 yr.4.4.	With prompting and support, talk with peers and/or adults about the art they created. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL32, “Describing Art”

EXPECTATION / STANDARD	Standard FA 3 yr.4.5.	With prompting and support, select art objects to display, including paintings, photos of block design, sculptures, etc. <u>The Creative Curriculum® for Preschool</u> • Buildings Teaching Guide Celebrating Learning, Day 2, Large Group, pg. 70
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 1:	HUMAN DEVELOPMENT
EXPECTATION / STANDARD	Standard HE 3 yr.1.1.	Participate in and develop personal hygiene and care. <u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 238, “Wash Your Hands”
EXPECTATION / STANDARD	Standard HE 3 yr.1.2.	Develop an awareness between appropriate and inappropriate touch. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE09, “Big Rule, Little Rule”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 2:	HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF
EXPECTATION / STANDARD	Standard HE 3 yr.2.1.	With prompting and support, recognize trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe. <u>The Creative Curriculum® for Preschool</u> • The First Six Weeks: Building Your Classroom Community Focus Question 5, Day 2, Large Group Roundup, pg. 89
EXPECTATION / STANDARD	Standard HE 3 yr.2.2.	Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel and associative play. <u>The Creative Curriculum® for Preschool</u> • The First Six Weeks: Building Your Classroom Community Focus Question 6, Day 3, Large Group, pg. 108
EXPECTATION / STANDARD	Standard HE 3 yr.2.3.	With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others’ needs. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE30, “Can I Play?”
EXPECTATION / STANDARD	Standard HE 3 yr.2.4.	With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others). <u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 282, “Rolling Compliments”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 3:	MENTAL AND EMOTIONAL HEALTH

EXPECTATION / STANDARD	Standard HE 3 yr.3.1.	With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE33, “Where are my Feelings?”
EXPECTATION / STANDARD	Standard HE 3 yr.3.2.	With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE03, “Calm-Down Place”
EXPECTATION / STANDARD	Standard HE 3 yr.3.3.	With prompting and support, begin to develop self-control by regulating one’s own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE09, “Big Rule, Little Rule”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 4:	NUTRITION
EXPECTATION / STANDARD	Standard HE 3 yr.4.1.	Begin to identify the difference between healthy and less healthy food choices. <u>The Creative Curriculum® for Preschool</u> • Gardening Study, Investigation 2, Day 4, Large Group Roundup, pg. 49 • Children’s Book Collection: <i>Harvesting a Rainbow Garden</i>
EXPECTATION / STANDARD	Standard HE 3 yr.4.2.	Begin to identify why eating healthy food is important. <u>The Creative Curriculum® for Preschool</u> • Children’s Book Collection: <i>Harvesting a Rainbow Garden</i>
EXPECTATION / STANDARD	Standard HE 3 yr.4.3.	With prompting and support, try new foods from a variety of food groups. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M53, “Black Bean Corn Salad”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING
INDICATOR / CLUSTER	Strand 1:	SELF-REGULATION AND EXECUTIVE FUNCTIONING
EXPECTATION / STANDARD	Standard LLP 3 yr.1.1.	With prompting and support, begin to develop the ability to self-regulate external behaviors (for example, during music and movement, students will learn how to start and stop their own body, notice when they are tired, or need to be active). <u>The Creative Curriculum® for Preschool</u> • Mighty Minute 280, “Stoplight Dance”

EXPECTATION / STANDARD	Standard LLP 3 yr.1.2.	With prompting and support, begin to develop the ability to focus attention on key components of an object or task (Attention focusing, for example, follow the sequence of a story or conversation). <i>The Creative Curriculum® for Preschool</i> • Intentional Teaching Experience LL26, “Searching the Web”
EXPECTATION / STANDARD	Standard LLP 3 yr.1.3.	With prompting and support, begin to develop strategies for connecting and remembering information (Working memory and information processing, for example, review the pictures on the daily schedule to see what activity comes before recess). <i>The Creative Curriculum® for Preschool</i> • Intentional Teaching Experience LL08, “Memory Games”
EXPECTATION / STANDARD	Standard LLP 3 yr.1.4.	With prompting and support, begin to develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains that she took a deep breath to help herself calm down). <i>The Creative Curriculum® for Preschool</i> • Intentional Teaching Experience SE03, “Calm-Down Place”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING
INDICATOR / CLUSTER	Strand 2:	LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)
EXPECTATION / STANDARD	Sub-strand:	INITIATIVE
INDICATOR	Standard LLP 3 yr.2.1.	With prompting and support, begin to express a simple plan and identify steps to accomplish a task or sustain play (for example, children draw or describe what they want to do during play). <i>The Creative Curriculum® for Preschool</i> • Intentional Teaching Experience LL78, “That’s How You Do It!”
INDICATOR	Standard LLP 3 yr.2.2.	With prompting and support, develop an increasing ability to explore the immediate environment through observation, manipulation, or asking simple questions (for example, notice, explore, and talk about how plants on the playground change with the seasons). <i>The Creative Curriculum® for Preschool</i> • Intentional Teaching Experience LL74, “Observing Insect Life”
INDICATOR	Standard LLP 3 yr.2.3.	With prompting and support, develop an increasing ability to connect new information or experiences to previous knowledge (for example, make connections about similarities across home and classroom experiences). <i>The Creative Curriculum® for Preschool</i> • Children’s Book Collection: Water Wonders: Connect the Clues
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING
INDICATOR / CLUSTER	Strand 2:	LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)
EXPECTATION / STANDARD	Sub-strand:	PERSISTENCE

INDICATOR	Standard LLP 3 yr.2.4.	With prompting and support, develop an increasing ability and willingness to engage in a self-selected task through challenges or difficulties (for example, the child continues to work on an age-appropriate puzzle, even when experiencing difficulty manipulating the pieces). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M23, “Putting Puzzles Together”
INDICATOR	Standard LLP 3 yr.2.5.	With prompting and support, develop the ability to sustain engagement in active learning small- and large-group activities working alone or cooperatively. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M77, “Board Games”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING
INDICATOR / CLUSTER	Strand 3:	CREATIVITY AND CURIOSITY
EXPECTATION / STANDARD	Standard LLP 3 yr.3.1.	With prompting and support, discover answers and solutions to questions to expand their knowledge and skills. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M81, “Sink or Float?”
EXPECTATION / STANDARD	Standard LLP 3 yr.3.2.	With prompting and support begin to engage in problem solving strategies (for example, identify cause and effect and first steps needed to solve a problem). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE08, “Group Problem Solving”
EXPECTATION / STANDARD	Standard LLP 3 yr.3.3.	With prompting and support, explore a variety of ways to use materials during play and exploration (for example, a block can be used as a phone in dramatic play). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M26, “Huff & Puff”
EXPECTATION / STANDARD	Standard LLP 3 yr.3.4.	With prompting and support, show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M83, “Pendulum Power”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 4:	SELF-AWARENESS
EXPECTATION / STANDARD	Standard LLP 3 yr.4.1.	Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL76, “The ‘Me’ Book”

EXPECTATION / STANDARD	Standard LLP 3 yr.4.2.	Participate in self-selected or organized activities by exploring learning materials including indoor and outdoor equipment (for example, independent choice of activities). <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience SE15, “Making Choices”
EXPECTATION / STANDARD	Standard LLP 3 yr.4.3.	Begin to demonstrate awareness of personal boundaries (for example, move when asked to give another child personal space). <u><i>The Creative Curriculum® for Preschool</i></u> • No Correlations
EXPECTATION / STANDARD	Standard LLP 3 yr.4.4.	Communicate wants and needs with actions or words. <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience SE17, “Supporting Children to Use Their Words”
EXPECTATION / STANDARD	Standard LLP 3 yr.4.5.	Begin to contribute and take pride in the classroom community (for example, participate in classroom jobs). <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience SE12, “Classroom Jobs”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 5:	EMOTIONS
EXPECTATION / STANDARD	Standard LLP 3 yr.5.1.	In familiar settings, separate and reunite with parent or caregiver with minimal distress (for example, a child separates from a caregiver without crying). <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience SE07 “Good-Byes”
EXPECTATION / STANDARD	Standard LLP 3 yr.5.2.	Recognize that different feelings are experienced throughout the day. <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience SE06, “Talk About Feelings”
EXPECTATION / STANDARD	Standard HE 3 yr.3.1.	With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired). <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience SE05, “Character Feelings”
EXPECTATION / STANDARD	Standard HE 3 yr.3.2.	With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness). <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience SE29, “Take a Breath”

EXPECTATION / STANDARD	Standard HE 3 yr.3.3.	With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE09, “Big Rule, Little Rule”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 6:	RELATIONSHIPS
EXPECTATION / STANDARD	Sub-strand:	COMMUNICATION
INDICATOR	Standard LLP 3 yr.6.1.	With prompting and support, begin to respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE16, “I” Statements”
INDICATOR	Standard LLP 3 yr.6.2.	With prompting and support, begin to participate in back and forth conversation with peers or adults. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL72, Conference Conversations
INDICATOR	Standard HE 3 yr.2.2.	Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel play. <i><u>The Creative Curriculum® for Preschool</u></i> • The First Six Weeks: Building Your Classroom Community Focus Question 6, Day 3, Large Group, pg. 108
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 6:	RELATIONSHIPS
EXPECTATION / STANDARD	Sub-strand:	SOCIAL ENGAGEMENT
INDICATOR	Standard LLP 3 yr.6.3.	With prompting and support, show interest in peers with positive nonverbal gestures (for example, a child will smile at or move close to another child). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE30, “Can I Play?”
INDICATOR	Standard LLP 3 yr.6.4.	With prompting and support, show awareness of and respect others’ personal space. <i><u>The Creative Curriculum® for Preschool</u></i> • No Correlations
INDICATOR	Standard LLP 3 yr.6.5.	With prompting and support, begin to play with others while maintaining self-control. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE14, “Playing Together”

INDICATOR	Standard HE 3 yr.2.3.	With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE25 “What Can We Build Together?”
INDICATOR	Standard HE 3 yr.2.4.	With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE21, “Sunshine Message Board”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 6:	RELATIONSHIPS
EXPECTATION / STANDARD	Sub-strand:	CONFLICT RESOLUTION/PROBLEM SOLVING
INDICATOR	Standard LLP 3 yr.6.6.	Develop awareness of appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE13, “Conflict Resolution”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS
INDICATOR / CLUSTER	Strand 1:	COUNTING AND CARDINALITY
EXPECTATION / STANDARD	Standard Math 3 yr.1.1.	Count to ten by ones. <u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 206, “I Can Count”
EXPECTATION / STANDARD	Standard Math 3 yr.1.2.	Recognize that numbers have a known sequence (for example, “1, 2, 3, 4, 5. What comes next?”). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M39, “Let’s Go Fishing”
EXPECTATION / STANDARD	Standard Math 3 yr.1.3.	Begin to recognize the difference between letters and numbers. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M66, “Oobleck”
EXPECTATION / STANDARD	Standard Math 3 yr.1.4.	Begin to name written numerals 0–5. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M41, “Making Numerals”
EXPECTATION / STANDARD	Standard Math 3 yr.1.5.	Begin to develop an understanding of the relationship between some numbers and quantities by using one-to-one correspondence. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M93, “Count and Trace”

EXPECTATION / STANDARD	Standard Math 3 yr.1.6.	Begin to point to and count up to five objects. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M16, “Show Me Five”
EXPECTATION / STANDARD	Standard Math 3 yr.1.7.	Begin to respond to the question “How many?”. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M95, “How Many in the Scoop?”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS
INDICATOR / CLUSTER	Strand 2:	OPERATIONS AND ALGEBRAIC THINKING
EXPECTATION / STANDARD	Standard Math 3 yr.2.1.	Begins in 4-year-old standard. No Correlations
EXPECTATION / STANDARD	Standard Math 3 yr.2.2.	Begins in 4-year-old standard. No Correlations
EXPECTATION / STANDARD	Standard Math 3 yr.2.3.	Begins in 4-year-old standard. No Correlations
EXPECTATION / STANDARD	Standard Math 3 yr.2.4.	Begins in 4-year-old standard. No Correlations
EXPECTATION / STANDARD	Standard Math 3 yr.2.5.	Identify simple patterns in the environment and begin to duplicate and extend simple patterns (for example, ababab). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M45, “Picture Patterns”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS
INDICATOR / CLUSTER	Strand 3:	MEASUREMENT AND DATA
EXPECTATION / STANDARD	Standard Math 3 yr.3.1.	Identify and describe measurable attributes (for example, big, small, tall, short). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M25, “The Long and Short of It”
EXPECTATION / STANDARD	Standard Math 3 yr.3.2.	Begins in 4-year-old standard. No Correlations
EXPECTATION / STANDARD	Standard Math 3 yr.3.3.	Sort objects into given categories including color, size, shape, etc. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M05, “Sorting and Classifying”
EXPECTATION / STANDARD	Standard Math 3 yr.3.4.	With prompting and support, compare the number of objects in each category to identify which groups contain more or less, or are the same. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M32, “Which Container Holds More?”

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS
INDICATOR / CLUSTER	Strand 4:	GEOMETRY
EXPECTATION / STANDARD	Standard Math 3 yr.4.1.	Match, point to, and begin to identify basic shapes by name. <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience M30, “Buried Shapes”
EXPECTATION / STANDARD	Standard Math 3 yr.4.2.	Begins in 4-year-old standard. No Correlations
EXPECTATION / STANDARD	Standard Math 3 yr.4.3.	Begins in 4-year-old standard. No Correlations
EXPECTATION / STANDARD	Standard Math 3 yr.4.4.	With prompting and support, begin to identify attributes of basic two-dimensional shapes (for example, a rectangle has two long sides and two short sides). <u><i>The Creative Curriculum® for Preschool</i></u> • Mighty Minutes 253, “Describing Shapes”
EXPECTATION / STANDARD	Standard Math 3 yr.4.5.	Explore shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies). <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience M42, “Straw Shapes”
EXPECTATION / STANDARD	Standard Math 3 yr.4.6.	Explore combining basic shapes together to represent an object (for example, use a square and a triangle to make a house). <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience M50, “The Farmer Builds a Fence”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		PHYSICAL EDUCATION
INDICATOR / CLUSTER	Strand 1:	MOTOR SKILLS AND MOVEMENT
EXPECTATION / STANDARD	Sub-strand:	GROSS MOTOR
INDICATOR	Standard PE 3 yr.1.1.	Participate in activities that develop control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects). <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience P33, “Obstacle Course”
INDICATOR	Standard PE 3 yr.1.2.	Participate in activities that develop coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation). <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience P16, “Body Part Balance”

INDICATOR	Standard PE 3 yr.1.3.	Participate in activities that develop control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys). <i>The Creative Curriculum® for Preschool</i> • Intentional Teaching Experience P05, “Throw Hard, Throw Far”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		PHYSICAL EDUCATION
INDICATOR / CLUSTER	Strand 1:	MOTOR SKILLS AND MOVEMENT
EXPECTATION / STANDARD	Sub-strand:	FINE MOTOR
INDICATOR	Standard PE 3 yr.1.4.	Manipulate small pieces or objects (puzzle pieces, interlocking cubes, tongs, etc.) and build with a variety of blocks. <i>The Creative Curriculum® for Preschool</i> • Intentional Teaching Experience M23, “Putting Puzzles Together”
INDICATOR	Standard PE 3 yr.1.5.	With prompting and support, develop small muscle control by making lines, circles, and scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools). <i>The Creative Curriculum® for Preschool</i> • Intentional Teaching Experience P40 “Nature Painting”
INDICATOR	Standard PE 3 yr.1.6.	Begins in 4-year-old standard. No Correlations
INDICATOR	Standard PE 3 yr.1.7.	Begins in 4-year-old standard. No Correlations
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		PHYSICAL EDUCATION
INDICATOR / CLUSTER	Strand 2:	EFFICIENT MOVEMENT AND PERFORMANCE
EXPECTATION / STANDARD	Standard PE 3 yr.2.1.	Begin to demonstrate awareness that personal boundaries exist. <i>The Creative Curriculum® for Preschool</i> • Intentional Teaching Experience SE24, “I Don’t Like That”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		PHYSICAL EDUCATION
INDICATOR / CLUSTER	Strand 3:	PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS
EXPECTATION / STANDARD	Standard PE 3 yr.3.1.	Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys). <i>The Creative Curriculum® for Preschool</i> • Children’s Book Collection: Exercise: Let’s Move and Play
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 1:	CULTURE AND DIVERSITY

EXPECTATION / STANDARD	Standard SS 3 yr.1.1.	With prompting and support, recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities). <i><u>The Creative Curriculum® for Preschool</u></i> • Children’s Book Collection: A World of Families
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 2:	TIME, CONTINUITY, AND CHANGE
EXPECTATION / STANDARD	Standard SS 3 yr.2.1.	With prompting and support, identify examples of change over time related to personal growth and experiences (for example, talking, dressing, feeding, potty training, height, daily schedule). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE32, “Planning for Change”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 3:	PEOPLE, PLACES, AND ENVIRONMENTS
EXPECTATION / STANDARD	Standard SS 3 yr.3.1.	Recognize people and places within the home, classroom, school, neighborhood, and community. <i><u>The Creative Curriculum® for Preschool</u></i> • Mighty Minutes 01, “The People in Your Neighborhood” • Children’s Book Collection: Neighborhood Song
EXPECTATION / STANDARD	Standard SS 3 yr.3.2.	With prompting and support, identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets). <i><u>The Creative Curriculum® for Preschool</u></i> • Exercise Teaching Guide, Investigation 3, Day 5, Large Group, pg, 58
EXPECTATION / STANDARD	Standard SS 3 yr.3.3.	With prompting and support, describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can). <i><u>The Creative Curriculum® for Preschool</u></i> • Reduce, Reuse, Recycle Teaching Guide, Investigation 1, Day 2, Large Group, pg. 68
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 4:	INDIVIDUAL DEVELOPMENT AND IDENTITY
EXPECTATION / STANDARD	Standard SS 3 yr.4.1.	Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL76, “The ‘Me’ Book”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds

OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 5:	INDIVIDUALS, GROUPS, AND INSTITUTIONS
EXPECTATION / STANDARD	Standard SS 3 yr.5.1.	With prompting and support, interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE25, "What Can We Build Together?"
EXPECTATION / STANDARD	Standard SS 3 yr.5.2.	With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE11, "Great Groups"
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 6:	POWER, AUTHORITY, AND GOVERNANCE
EXPECTATION / STANDARD	Standard SS 3 yr.6.1.	With prompting and support, participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE09, "Big Rule, Little Rule"
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 7:	PRODUCTION, DISTRIBUTION, AND CONSUMPTION
EXPECTATION / STANDARD	Standard SS 3 yr.7.1.	With prompting and support, discuss the difference between basic needs (for example, food, shelter, and clothing) and wants (for example, toys, games, and treats). <i><u>The Creative Curriculum® for Preschool</u></i> • No Correlations
EXPECTATION / STANDARD	Standard SS 3 yr.7.2.	Begin to recognize that people have jobs to meet needs, including for self, classroom, and community. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE12, "Classroom Jobs"
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 8:	SCIENCE, TECHNOLOGY, AND SOCIETY
EXPECTATION / STANDARD	Standard SS 3 yr.8.1.	With prompting and support, identify how simple and electronic technology affects the way people live, work, travel, communicate, and play. <i><u>The Creative Curriculum® for Preschool</u></i> • Cameras Teaching Guide, Investigation 3, pp. 50-57

EXPECTATION / STANDARD	Standard SS 3 yr.8.2.	With prompting and support, recognize the importance of balancing media time with other activities. <u>The Creative Curriculum® for Preschool</u> • Volume 6: Science and Technology: Social Studies & the Arts, Chapter 2, Integrating Science and Technology Throughout the Day, pp. 33-39
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 1:	ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING
EXPECTATION / STANDARD	Standard ELA 4 yr.1.1.	Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE17, “Supporting Children to Use Their Words”
EXPECTATION / STANDARD	Standard ELA 4 yr.1.2.	Use nouns, verbs, prepositions, pronouns, and adjectives when speaking with others. <u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 215, “Once Upon a Blank”
EXPECTATION / STANDARD	Standard ELA 4 yr.1.3.	Begin to ask and answer complex questions (for example, who, what, where, when, why, how). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL45 “Asking Questions”
EXPECTATION / STANDARD	Standard ELA 4 yr.1.4.	Describe attributes of familiar people, places, things, and events. <u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 297, “Can You Guess Who?”
EXPECTATION / STANDARD	Standard ELA 4 yr.1.5.	Use and talk about new vocabulary through rich texts, projects, guided conversation, and play. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL43, “Introducing New Vocabulary”
EXPECTATION / STANDARD	Standard ELA 4 yr.1.6.	Discuss how objects can be sorted into categories (for example, shapes, foods) based on commonalities and differences. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M05, “Sorting and Classifying”
EXPECTATION / STANDARD	Standard ELA 4 yr.1.7.	Identify and name opposites (antonyms) (for example, happy/sad, up/down, big/little). <u>The Creative Curriculum® for Preschool</u> • Mighty Minute 285, “Hot or Cold”
EXPECTATION / STANDARD	Standard ELA 4 yr.1.8.	Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text. <u>The Creative Curriculum® for Preschool</u> • Mighty Minute 231, “I Am Grateful For...”

EXPECTATION / STANDARD	Standard ELA 4 yr.1.9.	Follow agreed upon rules for conversation (for example, listening to others, staying on topic, and taking turns speaking). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE10, “My Turn at the Microphone”
EXPECTATION / STANDARD	Standard ELA 4 yr.1.10.	Follow two-step directions to complete a task or routine (for example, “Please find your coat and wait for me at the door.” “Time to wash your hands and find a seat at the table to get ready for a snack.”). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE20, “Cleanup Time”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	CONCEPTS OF PRINT
INDICATOR	Standard ELA 4 yr.2.1.	Correctly hold a book. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL67, “Book Cover Memory Game”
INDICATOR	Standard ELA 4 yr.2.2.	Discuss that print conveys meaning and how the illustrations/photographs relate to the text. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL22, “Coupon Match”
INDICATOR	Standard ELA 4 yr.2.3.	Identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL23, “Playing with Environmental Print”
INDICATOR	Standard ELA 4 yr.2.4.	With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL64, “Will You Read to Me?”
INDICATOR	Standard ELA 4 yr.2.5.	Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL35, “Fruit Salad”
INDICATOR	Standard ELA 4 yr.2.6.	With prompting and support, begin to recognize that letters are grouped to form words. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL01, “Shared Writing”

INDICATOR	Standard ELA 4 yr.2.7.	With prompting and support, discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL69, “Author & Illustrator”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	PHONOLOGICAL AWARENESS
INDICATOR	Standard ELA 4 yr.2.8.	Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL12, “Same Sound Sort”
INDICATOR	Standard ELA 4 yr.2.9.	Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not rhyme). <u>The Creative Curriculum® for Preschool</u> • Mighty Minute 291, “Rhyme or Not”
INDICATOR	Standard ELA 4 yr.2.10.	With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL52, “Tap It, Clap It, Stomp It, Jump It”
INDICATOR	Standard ELA 4 yr.2.11.	With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat). <u>The Creative Curriculum® for Preschool</u> • No correlations
INDICATOR	Standard ELA 4 yr.2.12.	Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of words. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL16, “Tongue Twisters”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	WORD RECOGNITION
INDICATOR	Standard ELA 4 yr.2.13.	With prompting and support, recognize that written words are made up of letters and sounds. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL20, “Baggie Books”

INDICATOR	Standard ELA 4 yr.2.14.	Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL07, “Letters, Letters, Letters”
INDICATOR	Standard ELA 4 yr.2.15.	Begin to recognize some printed words that are seen frequently (for example, their own name, the names of classmates, labels in the classroom environment). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL41, “Our Names, Our Things”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	RECALL INFORMATION
INDICATOR	Standard ELA 4 yr.2.16.	With prompting and support, rapidly recall the names of a series of objects or pictures (for example, dog, cat, horse, mouse, fish, monkey, lion). <u>The Creative Curriculum® for Preschool</u> • No correlations
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	COMPREHENSION
INDICATOR	Standard ELA 4 yr.2.17.	With prompting and support, listen attentively to and retell simple texts, including event sequence and characters, through conversation, art, movement, or drama. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL06 “Dramatic Story Retelling”
INDICATOR	Standard ELA 4 yr.2.18.	With prompting and support, ask and answer questions and make connections about text, media, or information presented orally. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL59, “Question Basket”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 3:	WRITING
EXPECTATION / STANDARD	Standard ELA 4 yr.3.1.	Represent ideas visually (for example, scribble with letter-like formations, simple drawings). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL39, “My Daily Journal”
EXPECTATION / STANDARD	Standard ELA 4 yr.3.2.	Represent spoken words with written language using letter-like marks and scribbles. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL57, “Photo Writing”

EXPECTATION / STANDARD	Standard ELA 4 yr.3.3.	Print some letters of the alphabet, including those in their own name. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL29, “Making My Name”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		FINE ARTS
INDICATOR / CLUSTER	Strand 1:	DRAMA
EXPECTATION / STANDARD	Standard FA 4 yr.1.1.	Identify and express ideas, information, and feelings through dramatic art (for example, telling stories and playing make-believe). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL53, “We’re Going on a Trip”
EXPECTATION / STANDARD	Standard FA 4 yr.1.2.	Use dialogue, actions, and objects to tell a story. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL06, “Dramatic Storytelling”
EXPECTATION / STANDARD	Standard FA 4 yr.1.3.	Assume the roles of characters in dramatic play situations, or stories through drama, props, and language. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL09, “Pocket Storytelling: <i>The Mitten</i> ”
EXPECTATION / STANDARD	Standard FA 4 yr.1.4.	With prompting and support, work independently and cooperatively in dramatic play. <i><u>The Creative Curriculum® for Preschool</u></i> • Clothes Teaching Guide, Investigation 1, Day 4, Choice Time, pg. 35
EXPECTATION / STANDARD	Standard FA 4 yr.1.5.	With prompting and support, attend to and show appreciation for the dramatization of others. <i><u>The Creative Curriculum® for Preschool</u></i> • No Correlations
EXPECTATION / STANDARD	Standard FA 4 yr.1.6.	With prompting and support, act out a story with a beginning, middle, and an end. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL33, “Clothesline Storytelling”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		FINE ARTS
INDICATOR / CLUSTER	Strand 2:	DANCE
EXPECTATION / STANDARD	Standard FA 4 yr.2.1.	Move to different patterns of beat and rhythm in music. <i><u>The Creative Curriculum® for Preschool</u></i> • Mighty Minute 280, “Stoplight Dance”
EXPECTATION / STANDARD	Standard FA 4 yr.2.2.	Use creative movement to demonstrate feelings, ideas, concepts, and tell stories. <i><u>The Creative Curriculum® for Preschool</u></i> • Mighty Minutes 257, “From Caterpillar to Butterfly”

EXPECTATION / STANDARD	Standard FA 4 yr.2.3.	With prompting and support, start, stop, and respond to musical cues. <u>The Creative Curriculum® for Preschool</u> • Mighty Minute 280, “Stoplight Dance”
EXPECTATION / STANDARD	Standard FA 4 yr.2.4.	With prompting and support, find different ways to move the body, arms, and legs, and begin to move body parts one at a time. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience P35, “Stand Up & Dance”
EXPECTATION / STANDARD	Standard FA 4 yr.2.5.	With prompting and support, dance for and with others while respecting space and maintaining body control. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience P12, “Exploring Pathway”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		FINE ARTS
INDICATOR / CLUSTER	Strand 3:	MUSIC
EXPECTATION / STANDARD	Standard FA 4 yr.3.1.	Participate in musical activities by listening to, singing, and creating music. <u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 237, “Rainbow Song”
EXPECTATION / STANDARD	Standard FA 4 yr.3.2.	Show increasing recognition of the various components of music in terms of dynamics (loud/soft), pitch (high/low), and duration (long/short, fast/slow). <u>The Creative Curriculum® for Preschool</u> • Music Making Study, Investigation 2, Day 2, Opening Routine, pg 44
EXPECTATION / STANDARD	Standard FA 4 yr.3.3.	Demonstrate elements of music by bouncing or clapping out the rhythm and discussing how it makes them feel. <u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 283, “Clap Along”
EXPECTATION / STANDARD	Standard FA 4 yr.3.4.	Express thoughts, feelings, and energy through music. <u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 142, “The Feelings Dance” • Volume 2, Interest Areas, Chapter 8, Music and Movement”
EXPECTATION / STANDARD	Standard FA 4 yr.3.5.	With prompting and support, begin to sing songs from various cultures. <u>The Creative Curriculum® for Preschool</u> • No Correlations
EXPECTATION / STANDARD	Standard FA 4 yr.3.6.	With prompting and support, share a favorite song. <u>The Creative Curriculum® for Preschool</u> • Music Making Study Investigation 3, Day 1, Question of the Day pg. 54 • Volume 2, Interest Areas, Chapter 8, Music and Movement”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		FINE ARTS

INDICATOR / CLUSTER	Strand 4:	VISUAL ARTS
EXPECTATION / STANDARD	Standard FA 4 yr.4.1.	Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience P34, “Clay Engraving”
EXPECTATION / STANDARD	Standard FA 4 yr.4.2.	Recognize and name colors (for example, red, yellow, blue, purple, orange, green, black, white, brown, pink, and gray). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL61, “Color Hunt”
EXPECTATION / STANDARD	Standard FA 4 yr.4.3.	Explore, identify, and describe the physical characteristics of the environment including colors, textures, and light. <i><u>The Creative Curriculum® for Preschool</u></i> • Mighty Minutes 223, “Eye on the Sky”
EXPECTATION / STANDARD	Standard FA 4 yr.4.4.	Talk with peers and/or adults about their art and their creative process. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL32, “Describing Art”
EXPECTATION / STANDARD	Standard FA 4 yr.4.5.	With prompting and support, show appreciation by selecting art objects to display, including paintings, photos of block design, sculptures, etc., and begin to explain the reasons for selecting the preferred artwork. <i><u>The Creative Curriculum® for Preschool</u></i> • Buildings Teaching Guide Celebrating Learning, Day 2, Large Group, pg. 70
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 1:	HUMAN DEVELOPMENT
EXPECTATION / STANDARD	Standard HE 4 yr.1.1.	Show independence in personal hygiene and care. <i><u>The Creative Curriculum® for Preschool</u></i> • Mighty Minutes 238, “Wash Your Hands”
EXPECTATION / STANDARD	Standard HE 4 yr.1.2.	With prompting and support, distinguish between appropriate and inappropriate touch. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE09, “Big Rule, Little Rule”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 2:	HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF

EXPECTATION / STANDARD	Standard HE 4 yr.2.1.	With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe. <u>The Creative Curriculum® for Preschool</u> • The First Six Weeks: Building Your Classroom Community Focus Question 5, Day 2, Large Group Roundup, pg. 89
EXPECTATION / STANDARD	Standard HE 4 yr.2.2.	Identify and practice how to make friends and be a good friend by developing and using friendship skills with peers and participating in cooperative play. <u>The Creative Curriculum® for Preschool</u> • The First Six Weeks: Building Your Classroom Community Focus Question 6, Day 3, Large Group, pg. 108
EXPECTATION / STANDARD	Standard HE 4 yr.2.3.	With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE30, "Can I Play?"
EXPECTATION / STANDARD	Standard HE 4 yr.2.4.	With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others). <u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 282, "Rolling Compliments"
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 3:	MENTAL AND EMOTIONAL HEALTH
EXPECTATION / STANDARD	Standard HE 4 yr.3.1.	Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE33, "Where are my Feelings?"
EXPECTATION / STANDARD	Standard HE 4 yr.3.2.	With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE03, "Calm-Down Place"
EXPECTATION / STANDARD	Standard HE 4 yr.3.3.	With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE09, "Big Rule, Little Rule"
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 4:	NUTRITION

EXPECTATION / STANDARD	Standard HE 4 yr.4.1.	Identify a variety of healthy foods. <i><u>The Creative Curriculum® for Preschool</u></i> • Gardening Study, Investigation 2, Day 4, Large Group Roundup, pg. 49 • Children’s Book Collection: <i>Harvesting a Rainbow Garden</i>
EXPECTATION / STANDARD	Standard HE 4 yr.4.2.	Identify why eating healthy food is important and begin to categorize into food groups. <i><u>The Creative Curriculum® for Preschool</u></i> • Gardening Study, Investigation 2, Day 3, Large-Group Roundup, pg. 47
EXPECTATION / STANDARD	Standard HE 4 yr.4.3.	With prompting and support, try new foods from a variety of food groups. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience M53, “Black Bean Corn Salad”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING
INDICATOR / CLUSTER	Strand 1:	SELF-REGULATION AND EXECUTIVE FUNCTIONING
EXPECTATION / STANDARD	Standard LLP 4 yr.1.1.	With prompting and support, display increasing ability to self-regulate external behaviors (for example, follow simple directions, wait for turns, and transition between activities). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL78, “That’s How You Do It!”
EXPECTATION / STANDARD	Standard LLP 4 yr.1.2.	With prompting and support, display increasing ability to focus attention on key, meaningful components of an object or task (Attention focusing, for example, sort and classify objects into categories and provide on-topic responses). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience M03, “Seek & Find”
EXPECTATION / STANDARD	Standard LLP 4 yr.1.3.	With prompting and support, develop increasingly effective strategies to connect and remember information (Working memory and information processing, for example, use self-talk, tell others the events of the day). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL08, “Memory Games”
EXPECTATION / STANDARD	Standard LLP 4 yr.1.4.	With prompting and support, develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains what strategies are used to build in blocks). <i><u>The Creative Curriculum® for Preschool</u></i> • Mighty Minutes 220, “Daily Reflections”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING
INDICATOR / CLUSTER	Strand 2:	LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)
EXPECTATION / STANDARD	Sub-strand:	INITIATIVE

INDICATOR	Standard LLP 4 yr.2.1.	With prompting and support, plan out the multiple steps needed and identify strategies to use to accomplish a goal or to guide play. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL78, “That’s How You Do It!”
INDICATOR	Standard LLP 4 yr.2.2.	Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and experiences (for example, discover why worms come out of the ground after it rains). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL74, “Observing Insect Life”
INDICATOR	Standard LLP 4 yr.2.3.	Develop an increasing ability to connect new information or experiences with previous knowledge through interactions with teachers, peers, and the environment (for example, help develop classroom rules using the previous experience with rules in the classroom or home). <u>The Creative Curriculum® for Preschool</u> • Children’s Book Collection: Water Wonders: Connect the Clues
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING
INDICATOR / CLUSTER	Strand 2:	LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)
EXPECTATION / STANDARD	Sub-strand:	PERSISTENCE
INDICATOR	Standard LLP 4 yr.2.4.	Develop an increasing ability and willingness to continue with a task through challenges or difficulties (for example, continue to build in the block area even when the child has difficulty finding a piece they need). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M23, “Putting Puzzles Together”
INDICATOR	Standard LLP 4 yr.2.5.	Develop the ability to sustain engagement in active learning small- and large- group activities, working alone or cooperatively. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M77, “Board Games”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING
INDICATOR / CLUSTER	Strand 3:	CREATIVITY AND CURIOSITY
EXPECTATION / STANDARD	Standard LLP 4 yr.3.1.	Ask and answer questions to seek additional information about materials, challenges, and activities they experience in their immediate environment to expand their knowledge and skills. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience LL63, “Investigating and Recording.”

EXPECTATION / STANDARD	Standard LLP 4 yr.3.2.	With prompting and support, display an increasing ability to engage in a variety of problem-solving strategies (for example, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience M26, “Huff & Puff”
EXPECTATION / STANDARD	Standard LLP 4 yr.3.3.	Explore and use materials during play and exploration in new and different ways (for example, a cardboard box becomes a spaceship, racecar, or a cave). <i><u>The Creative Curriculum® for Preschool</u></i> • Boxes Study, Investigation 1, Day 3, Large Group, pg 34
EXPECTATION / STANDARD	Standard LLP 4 yr.3.4.	Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience M83, “Pendulum Power”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 4:	SELF-AWARENESS
EXPECTATION / STANDARD	Standard LLP 4 yr.4.1.	Demonstrate awareness of one’s own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes) and participate in respectful discussions about similarities and differences with others. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL76, “The ‘Me’ Book”
EXPECTATION / STANDARD	Standard LLP 4 yr.4.2.	Participate in self-selected or organized activities by exploring learning materials including outdoor equipment (for example, a child chooses paint or markers for artwork). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE15, “Making Choices”
EXPECTATION / STANDARD	Standard LLP 4 yr.4.3.	Begin to maintain personal boundaries while participating in movement or daily classroom activities. <i><u>The Creative Curriculum® for Preschool</u></i> • No Correlations
EXPECTATION / STANDARD	Standard LLP 4 yr.4.4.	Communicate wants and needs including thoughts and feelings with actions or words. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE17, “Supporting Children to Use Their Words”
EXPECTATION / STANDARD	Standard LLP 4 yr.4.5.	Begin to contribute and take pride in the classroom community (for example, volunteer to help others). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE12, “Classroom Jobs”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds

OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 5:	EMOTIONS
EXPECTATION / STANDARD	Standard LLP 4 yr.5.1.	Separate and reunite with parents or caregivers without stress. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE07 “Good-Byes”
EXPECTATION / STANDARD	Standard LLP 4 yr.5.2.	Recognize that feelings can change and different feelings are experienced throughout the day. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE06, “Talk About Feelings”
EXPECTATION / STANDARD	Standard HE 4 yr.3.1.	Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE05, “Character Feelings”
EXPECTATION / STANDARD	Standard HE 4 yr.3.2.	With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE29, “Take a Breath”
EXPECTATION / STANDARD	Standard HE 4 yr.3.3.	With prompting and support, develop and practice self-control by regulating one’s own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE09, “Big Rule, Little Rule”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 6:	RELATIONSHIPS
EXPECTATION / STANDARD	Sub-strand:	COMMUNICATION
INDICATOR	Standard LLP 4 yr.6.1.	With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE16, “I” Statements”
INDICATOR	Standard LLP 4 yr.6.2.	With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL72, Conference Conversations

INDICATOR	Standard HE 4 yr.2.2.	Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative play. <u>The Creative Curriculum® for Preschool</u> • The First Six Weeks: Building Your Classroom Community Focus Question 6, Day 3, Large Group, pg. 108
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 6:	RELATIONSHIPS
EXPECTATION / STANDARD	Sub-strand:	SOCIAL ENGAGEMENT
INDICATOR	Standard LLP 4 yr.6.3.	Show interest in peers by getting their attention in appropriate ways (for example, call a child by name or tap him/her on the shoulder). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE30, “Can I Play?”
INDICATOR	Standard LLP 4 yr.6.4.	Maintain awareness of and respect others’ personal space. <u>The Creative Curriculum® for Preschool</u> • No Correlations
INDICATOR	Standard LLP 4 yr.6.5.	Begin to maintain self-control during play with others. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE14, “Playing Together”
INDICATOR	Standard HE 4 yr.2.3.	With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others’ needs. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE25 “What Can We Build Together?”
INDICATOR	Standard HE 4 yr.2.4.	With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE21, “Sunshine Message Board”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 6:	RELATIONSHIPS
EXPECTATION / STANDARD	Sub-strand:	CONFLICT RESOLUTION/PROBLEM SOLVING
INDICATOR	Standard LLP 4 yr.6.6.	Use appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone’s attention appropriately, how to express frustration appropriately, how to seek help from an adult). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE13, “Conflict Resolution”

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS
INDICATOR / CLUSTER	Strand 1:	COUNTING AND CARDINALITY
EXPECTATION / STANDARD	Standard Math 4 yr.1.1.	Count to 20 by ones. <i><u>The Creative Curriculum® for Preschool</u></i> • Mighty Minutes 206, “I Can Count”
EXPECTATION / STANDARD	Standard Math 4 yr.1.2.	In the sequence of 1–10, identify numbers that come before or after one another. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience M39, “Let’s Go Fishing”
EXPECTATION / STANDARD	Standard Math 4 yr.1.3.	Count a number of objects from 0–10 and begin to associate them with a written numeral. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience M79, “Ping-Pong Pick-Up”
EXPECTATION / STANDARD	Standard Math 4 yr.1.4.	Name written numerals 0–10. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience M04, “Number Cards”
EXPECTATION / STANDARD	Standard Math 4 yr.1.5.	Use one-to-one correspondence when counting objects to ten. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience M93, “Count and Trace”
EXPECTATION / STANDARD	Standard Math 4 yr.1.6.	When counting objects to ten, understand that the last number counted in a set tells how many. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience M95, “How Many in the Scoop?”
EXPECTATION / STANDARD	Standard Math 4 yr.1.7.	Count two sets of objects up to 10 to determine which has more. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience M32, “Which Container Holds More?”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS
INDICATOR / CLUSTER	Strand 2:	OPERATIONS AND ALGEBRAIC THINKING
EXPECTATION / STANDARD	Standard Math 4 yr.2.1.	Understand and represent addition up to five (adding to or putting together) and subtraction (taking from or taking apart) with concrete objects, fingers, movement, and simple drawings. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience M13, “Nursery Rhyme Count”
EXPECTATION / STANDARD	Standard Math 4 yr.2.2.	With prompting and support, solve addition and subtraction word problems created by the teacher using up to five concrete objects to represent the problem (for example, “Bring me three blocks, now bring me two more. How many blocks do we have?”). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience M22, “Story Problems”

EXPECTATION / STANDARD	Standard Math 4 yr.2.3.	Take apart numbers less than or equal to five by using objects with different attributes (for example, 5 can be taken apart into sets of 2 blue and 3 yellow or 1 square and 4 circles). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M16, “Show Me Five”
EXPECTATION / STANDARD	Standard Math 4 yr.2.4.	Use concrete objects to make sums of 5 using quantities from 0–5. (for example, 0 and 5 make a set of 5, 2 and 3 make a set of 5.) <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M16, “Show Me Five”
EXPECTATION / STANDARD	Standard Math 4 yr.2.5.	Duplicate, extend, and create simple patterns (for example, ababab). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M85, “Perler Patterns”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS
INDICATOR / CLUSTER	Strand 3:	MEASUREMENT AND DATA
EXPECTATION / STANDARD	Standard Math 4 yr.3.1.	Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M25, “The Long and Short of It”
EXPECTATION / STANDARD	Standard Math 4 yr.3.2.	Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M62, “How Big Around?”
EXPECTATION / STANDARD	Standard Math 4 yr.3.3.	Classify/sort objects into given categories (for example, color, size, shape) by specified attributes. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M05, “Sorting and Classifying”
EXPECTATION / STANDARD	Standard Math 4 yr.3.4.	Compare the number of objects in each category to identify which groups contain more or less, or are the same. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M32, “Which Container Holds More?”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS
INDICATOR / CLUSTER	Strand 4:	GEOMETRY
EXPECTATION / STANDARD	Standard Math 4 yr.4.1.	Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M51, “Can You Find It”

EXPECTATION / STANDARD	Standard Math 4 yr.4.2.	Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M30, “Buried Shapes”
EXPECTATION / STANDARD	Standard Math 4 yr.4.3.	Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M50, “The Farmer Builds a Fence”
EXPECTATION / STANDARD	Standard Math 4 yr.4.4.	Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc. <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M20, “I’m Thinking of a Shape”
EXPECTATION / STANDARD	Standard Math 4 yr.4.5.	Create basic shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience M42, “Straw Shapes”
EXPECTATION / STANDARD	Standard Math 4 yr.4.6.	Explore combining basic shapes to create new shapes (for example, two triangles make a rhombus). <u>The Creative Curriculum® for Preschool</u> • Mighty Minutes 287, “Kooky Car”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		PHYSICAL EDUCATION
INDICATOR / CLUSTER	Strand 1:	MOTOR SKILLS AND MOVEMENT
EXPECTATION / STANDARD	Sub-strand:	GROSS MOTOR
INDICATOR	Standard PE 4 yr.1.1.	Demonstrate control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience P33, “Obstacle Course”
INDICATOR	Standard PE 4 yr.1.2.	Demonstrate coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience P16, “Body Part Balance”
INDICATOR	Standard PE 4 yr.1.3.	Demonstrate control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys). <u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience P05, “Throw Hard, Throw Far”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		PHYSICAL EDUCATION
INDICATOR / CLUSTER	Strand 1:	MOTOR SKILLS AND MOVEMENT

EXPECTATION / STANDARD	Sub-strand:	FINE MOTOR
INDICATOR	Standard PE 4 yr.1.4.	Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art). <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience P08, “Cutting With Scissors”
INDICATOR	Standard PE 4 yr.1.5.	Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp). <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience P32, “Math Journal”
INDICATOR	Standard PE 4 yr.1.6.	Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object). <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience P30, “Mixing Paints”
INDICATOR	Standard PE 4 yr.1.7.	Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools. <u><i>The Creative Curriculum® for Preschool</i></u> • Intentional Teaching Experience LL71, “My Clothes Today”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		PHYSICAL EDUCATION
INDICATOR / CLUSTER	Strand 2:	EFFICIENT MOVEMENT AND PERFORMANCE
EXPECTATION / STANDARD	Standard PE 4 yr.2.1.	Begin to maintain personal boundaries while participating in movement activities. <u><i>The Creative Curriculum® for Preschool</i></u> • No Correlations
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		PHYSICAL EDUCATION
INDICATOR / CLUSTER	Strand 3:	PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS
EXPECTATION / STANDARD	Standard PE 4 yr.3.1.	Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys). <u><i>The Creative Curriculum® for Preschool</i></u> • Children’s Book Collection: Exercise: Let’s Move and Play
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 1:	CULTURE AND DIVERSITY
EXPECTATION / STANDARD	Standard SS 4 yr.1.1.	Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities). <u><i>The Creative Curriculum® for Preschool</i></u> • Children’s Book Collection: A World of Families

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 2:	TIME, CONTINUITY, AND CHANGE
EXPECTATION / STANDARD	Standard SS 4 yr.2.1.	Identify examples of change over time on topics including self, family, and community and how these changes may affect them (for example, changes in the family, classroom, or neighborhood). <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience SE32, “Planning for Change”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 3:	PEOPLE, PLACES, AND ENVIRONMENTS
EXPECTATION / STANDARD	Standard SS 4 yr.3.1.	Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier). <i><u>The Creative Curriculum® for Preschool</u></i> • Mighty Minutes 01, “The People in Your Neighborhood” • Children’s Book Collection: Neighborhood Song
EXPECTATION / STANDARD	Standard SS 4 yr.3.2.	Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets). <i><u>The Creative Curriculum® for Preschool</u></i> • Exercise Teaching Guide, Investigation 3, Day 5, Large Group, pg, 58
EXPECTATION / STANDARD	Standard SS 4 yr.3.3.	Describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can). <i><u>The Creative Curriculum® for Preschool</u></i> • Reduce, Reuse, Recycle Teaching Guide, Investigation 1, Day 2, Large Group, pg. 68
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 4:	INDIVIDUAL DEVELOPMENT AND IDENTITY
EXPECTATION / STANDARD	Standard SS 4 yr.4.1.	Demonstrate awareness of one’s own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others. <i><u>The Creative Curriculum® for Preschool</u></i> • Intentional Teaching Experience LL76, “The ‘Me’ Book”
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 5:	INDIVIDUALS, GROUPS, AND INSTITUTIONS

EXPECTATION / STANDARD	Standard SS 4 yr.5.1.	<p>Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs.</p> <p><u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE25, "What Can We Build Together?"</p>
EXPECTATION / STANDARD	Standard SS 4 yr.5.2.	<p>Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).</p> <p><u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE11, "Great Groups"</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 6:	POWER, AUTHORITY, AND GOVERNANCE
EXPECTATION / STANDARD	Standard SS 4 yr.6.1.	<p>Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).</p> <p><u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE09, "Big Rule, Little Rule"</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 7:	PRODUCTION, DISTRIBUTION, AND CONSUMPTION
EXPECTATION / STANDARD	Standard SS 4 yr.7.1.	<p>Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).</p> <p><u>The Creative Curriculum® for Preschool</u> • No Correlations</p>
EXPECTATION / STANDARD	Standard SS 4 yr.7.2.	<p>With prompting and support, explain that people have jobs to meet needs, including for self, classroom, and community.</p> <p><u>The Creative Curriculum® for Preschool</u> • Intentional Teaching Experience SE12, "Classroom Jobs"</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 8:	SCIENCE, TECHNOLOGY, AND SOCIETY
EXPECTATION / STANDARD	Standard SS 4 yr.8.1.	<p>Describe how simple and electronic technology affects the way people live, work, travel, communicate, and play.</p> <p><u>The Creative Curriculum® for Preschool</u> • Cameras Teaching Guide, Investigation 3, pp. 50-57</p>
EXPECTATION / STANDARD	Standard SS 4 yr.8.2.	<p>Recognize the importance of balancing media time with other activities.</p> <p><u>The Creative Curriculum® for Preschool</u> • Volume 6: Science and Technology: Social Studies & the Arts, Chapter 2, Integrating Science and Technology Throughout the Day, pp. 33-39</p>

