

Alignment of
The Creative Curriculum®
for Pre-K
with



The Creative Curriculum® for Pre-K
aligned to
Utah Core Standards for Early Learning
For Ages 3-5

Standards adopted 2023

Please note: The Creative Curriculum® for Pre-K is intended for use with four-year-old children in the year prior to kindergarten. As such, only learning standards for Age 4 are included here.

STANDARD / AREA OF LEARNING

English Language Arts Standards—Age 4

OBJECTIVE / STRAND	1	SPEAKING AND LISTENING (P4.SL)
INDICATOR / CLUSTER	P4.SL.1.	Participate in conversations with peers and adults, using age-appropriate vocabulary on topics and texts.
EXPECTATION / STANDARD	a.	<p>Follow agreed-upon rules for discussions such as listening to others, staying on topic, and taking turns speaking.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience SE10, “My Turn at the Microphone” • Intentional Teaching Experience SE11, “Great Groups” • Mighty Minute 231, “I Am Grateful For...” <p><u>Objectives for Development and Learning</u></p> <p>Objective 10 Uses appropriate conversational and other communication skills</p> <p>10b. Uses social rules of language</p> <p>Objective 10b.8 Uses acceptable language and basic social rules during communication with others</p>
EXPECTATION / STANDARD	b.	Follow two-step directions.

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience LL55, “Dance & Remember”
- Mighty Minute 226, “Little Sea Star”

Objectives for Development and Learning

Objective 08 Listens to and understands increasingly complex language

8b. Follows directions

Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences

EXPECTATION / STANDARD

c.

Express own ideas.

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience LL78, “That’s How You Do It!”
- Intentional Teaching Experience LL79, “Show and Share”
- Intentional Teaching Experience LL83, “Describe a Surprise”

Objectives for Development and Learning

Objective 09 Uses language to express thoughts and needs

9a. Uses an expanding expressive vocabulary

Objective 9a.8 Incorporates new, less familiar or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

STANDARD / AREA OF LEARNING

English Language Arts Standards—Age 4

OBJECTIVE / STRAND

1

SPEAKING AND LISTENING (P4.SL)

INDICATOR / CLUSTER

P4.SL.2.

Speak clearly and audibly in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and emotions.

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience LL79, “Show and Share”
- Intentional Teaching Experience SE17, “Supporting Children to Use Their Words”
- Mighty Minutes 296, “Ask & Answer”

Objectives for Development and Learning

Objective 09 Uses language to express thoughts and needs

9c. Uses conventional grammar

Objective 9c.6 Uses complete, four- to six-word sentences

INDICATOR / CLUSTER	P4.SL.3.	<p>Use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Mighty Minutes 215, “Once Upon a Blank” • Intentional Teaching Experience SE17, “Supporting Children to Use Their Words” • Intentional Teaching Experience LL83, “Describe a Surprise” <p><u>Objectives for Development and Learning</u></p> <p>Objective 09 Uses language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p>Objective 9b.10 Adjusts volume and rate of speech in order to be clearly understood when speaking to individuals and groups</p> <p>Objective 9 Uses language to express thoughts and needs</p> <p>9c Uses conventional grammar</p> <p>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
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STANDARD / AREA OF LEARNING

English Language Arts Standards—Age 4

OBJECTIVE / STRAND	2	READING (P4.R)
INDICATOR / CLUSTER	P4.R.1.	Demonstrate mastery of age-appropriate concepts of print.
EXPECTATION / STANDARD	a.	<p>Correctly hold a book and demonstrate that print is read from top to bottom, left to right, and from front to back.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL20, “Baggie Books” • Intentional Teaching Experience LL67, “Book Cover Memory Game” • Intentional Teaching Experience LL64, “Will You Read to Me?” <p><u>Objectives for Development and Learning</u></p> <p>Objective 17 Demonstrates knowledge of print and its uses</p> <p>17b. Uses print concepts</p> <p>Objective 17b.4 Indicates where to start reading and the direction to follow</p>
EXPECTATION / STANDARD	b.	<p>Begin to identify frequently seen letters and words, recognizing that words are made up of letters.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL23, “Playing with Environmental Print” • Intentional Teaching Experience LL20, “Baggie Books”

- Intentional Teaching Experience LL01, “Shared Writing”

Objectives for Development and Learning

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition

d. Applies phonics concepts and knowledge of word structure to decode text

Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word

Objective 16 Demonstrates knowledge of the alphabet

16a. Identifies and names letters

Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name

STANDARD / AREA OF LEARNING

English Language Arts Standards—Age 4

OBJECTIVE / STRAND	2	READING (P4.R)
INDICATOR / CLUSTER	P4.R.2.	Demonstrate mastery of age-appropriate phonological awareness skills.
EXPECTATION / STANDARD	a.	Recognize rhyming words and alliteration.

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience LL11, “Rhyming Riddles”
- Intentional Teaching Experience LL12, “Same Sound Sort”
- Mighty Minute 291, “Rhyme or Not”

Objectives for Development and Learning

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition

15a. Notices and discriminates rhyme

Objective 15a.6 Decides whether two words rhyme

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition

15b Notices and discriminates alliteration

Objective 15b.4 Shows awareness that some words begin the same way

EXPECTATION / STANDARD	b.	With prompting and support, segment words into syllables.
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The Creative Curriculum® for Pre-K

- Mighty Minute 230, “Syllables on the Move”
- Intentional Teaching Experience LL52, “Tap It, Clap It, Stomp It, Jump It”

Objectives for Development and Learning

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition

15c. Notices and discriminates discrete units of sound

Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words

EXPECTATION / STANDARD	c.	<p>Identify initial sounds in spoken language.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL12, “Same Sound Sort” • Intentional Teaching Experience LL16, “Tongue Twisters” • Mighty Minutes 203, “Listen to Letter Sounds” <p><u>Objectives for Development and Learning</u></p> <p>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition</p> <p>15b. Notices and discriminates alliteration</p> <p>Objective 15b.8 Isolates and identifies the beginning sound of a word</p>
EXPECTATION / STANDARD	d.	<p>Identify the base parts that make up a compound word.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Mighty Minutes 198, “Clapping Compounds” • Getting Ready for Kindergarten Teaching Guide, Read-Aloud, p.136 <p><u>Objectives for Development and Learning</u></p> <p>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition</p> <p>15c Notices and discriminates discrete units of sound</p>
EXPECTATION / STANDARD	e.	<p>With prompting and support, blend and segment initial sounds of single-syllable spoken words.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Percussion Instruments Teaching Guide, Read-Aloud, p.52 • Mighty Minutes 294, “Count the Syllables” <p><u>Objectives for Development and Learning</u></p> <p>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition</p> <p>15c. Notices and discriminates discrete units of sound</p> <p>Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words</p>
EXPECTATION / STANDARD	f.	<p>With prompting and support, blend and segment single-syllable words into individual phonemes.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL30, “Knowing Our Friends” • Intentional Teaching Experience LL47, “The Name Game” <p><u>Objectives for Development and Learning</u></p>

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition
15c. Notices and discriminates discrete units of sound

Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

STANDARD / AREA OF LEARNING

English Language Arts Standards—Age 4

OBJECTIVE / STRAND	2	READING (P4.R)
INDICATOR / CLUSTER	P4.R.3.	Demonstrate mastery of age-appropriate phonics skills.

EXPECTATION / STANDARD	a.	Identify 13 or more of the consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle).
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience LL07, “Letters, Letters, Letters”
- Intentional Teaching Experience LL28, “Stick Letters”
- Intentional Teaching Experience LL29, “Making My Name”

Objectives for Development and Learning

Objective 16 Demonstrates knowledge of the alphabet

16a Identifies and names letters

Objective 16a.6 Identifies and names 11-20 upper. and 11-20 lowercase letters when presented in random order

Objective 16 Demonstrates knowledge of the alphabet

16b. Identifies letter-sound correspondences

Objective 16b.4 Produces the correct sounds for 10–20 letters

EXPECTATION / STANDARD	b.	Identify three or more vowel names and short vowel sounds using one-to-one letter-sound correspondence (alphabetic principle).
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The Creative Curriculum® for Pre-K

- Percussion Instruments Teaching Guide, Read-Aloud, p.96
- Getting Ready for Kindergarten Teaching Guide, Read-Aloud, p.56

Objectives for Development and Learning

Objective 16 Demonstrates knowledge of the alphabet

16b. Identifies letter-sound correspondences

Objective 16b.8 Produces short and long vowel sounds and most frequent sounds for each consonant

STANDARD / AREA OF LEARNING

English Language Arts Standards—Age 4

OBJECTIVE / STRAND	2	READING (P4.R)
INDICATOR / CLUSTER	P4.R.4.	Begins in kindergarten.
		No Correlations
INDICATOR / CLUSTER	P4.R.5.	With prompting and support, ask and answer questions and make connections about a text. (RL & RI)
		<p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL59, “Question Basket” • Intentional Teaching Experience LL54, “Asking Questions” • Mighty Minutes 210, “Collecting Questions” <p><u>Objectives for Development and Learning</u></p> <p>Objective 18 Comprehends and responds to books and other texts</p> <p>18a. Interacts during reading experiences, book conversations, and text reflections</p> <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
INDICATOR / CLUSTER	P4.R.6-7.	With prompting and support, retell simple texts, including event sequence and characters. (RL & RI)
		<p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL06 “Dramatic Story Retelling” • Intentional Teaching Experience LL33, “Clothesline Storytelling” • Intentional Teaching Experience LL62, “Retelling Wordless Books” <p><u>Objectives for Development and Learning</u></p> <p>Objective 18 Comprehends and responds to books and other texts</p> <p>18c. Retells stories and recounts details from informational texts</p> <p>Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>

INDICATOR / CLUSTER	P4.R.8.	<p>With prompting and support, begin to ask and answer questions about unknown words in a text. (RL & RI)</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Architecture Teaching Guide, Read Aloud, Nonfiction Book, pg. 36 • Intentional Teaching Experience LL59, “Question Basket” <p><u>Objectives for Development and Learning</u></p> <p>Objective 08 Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
INDICATOR / CLUSTER	P4.R.9.	<p>Begins in kindergarten.</p> <p>No Correlations</p>
INDICATOR / CLUSTER	P4.R.10.	<p>Begins in grade 1.</p> <p>No Correlations</p>
INDICATOR / CLUSTER	P4.R.11.	<p>Begins in grade 4.</p> <p>No Correlations</p>
INDICATOR / CLUSTER	P4.R.12.	<p>Begins in grade 2.</p> <p>No Correlations</p>
INDICATOR / CLUSTER	P4.R.13.	<p>Begins in grade 2.</p> <p>No Correlations</p>
INDICATOR / CLUSTER	P4.R.14.	<p>Begins in grade 2.</p> <p>No Correlations</p>
STANDARD / AREA OF LEARNING		English Language Arts Standards—Age 4
OBJECTIVE / STRAND	3	WRITING (P4.W)
INDICATOR / CLUSTER	P4.W.1.	<p>Verbally share an opinion and visually represent that opinion using simple drawing and writing (e.g., scribble writing with letter-like formations).</p>

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience LL32, “Describing Art”
- Intentional Teaching Experience LL39, “My Daily Journal”
- Intentional Teaching Experience LL57, “Photo Writing”

Objectives for Development and Learning

Objective 19 Demonstrates writing skills

19b. Writes to convey ideas and information

Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message

INDICATOR / CLUSTER	P4.W.2.	Verbally share information and visually represent that information using simple drawing and writing (e.g., scribble writing with letter-like formations).
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience LL39, “My Daily Journal”
- Intentional Teaching Experience LL57, “Photo Writing”

Objectives for Development and Learning

Objective 19 Demonstrates writing skills

19b. Writes to convey ideas and information

Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message

INDICATOR / CLUSTER	P4.W.3.	Verbally share a narrative and visually represent that narrative using simple drawing and writing (e.g., scribble writing with letter-like formations).
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience LL39, “My Daily Journal”
- Intentional Teaching Experience LL57, “Photo Writing”
- Intentional Teaching Experience LL60, “Writing With Wordless Books”

Objectives for Development and Learning

Objective 19 Demonstrates writing skills

19b. Writes to convey ideas and information

Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message

STANDARD / AREA OF LEARNING

English Language Arts Standards—Age 4

OBJECTIVE / STRAND

3

WRITING (P4.W)



INDICATOR / CLUSTER	P4.W.4.	Participate in shared writing projects.
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EXPECTATION / STANDARD	a.	<p>Recall information from experiences or learned information and share it with others.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL39, “My Daily Journal” • Intentional Teaching Experience LL57, “Photo Writing” • Intentional Teaching Experience LL59, “Question Basket” <p><u>Objectives for Development and Learning</u></p> <p>Objective 9 Uses language to express thoughts and needs</p> <p>9d Tells about another time or place</p> <p>Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p>
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EXPECTATION / STANDARD	b.	<p>Interact and collaborate with others.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL39, “My Daily Journal” • Intentional Teaching Experience LL46, “Storyboard” <p><u>Objectives for Development and Learning</u></p> <p>Objective 2 Establishes and sustains positive relationships</p> <p>2c Interacts with peers</p> <p>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
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STANDARD / AREA OF LEARNING

English Language Arts Standards—Age 4

OBJECTIVE / STRAND	3	WRITING (P4.W)
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INDICATOR / CLUSTER	P4.W.5.	<p>Print some mock letters, scribbles, or manuscript letters, including those in own name.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL29, “Making My Name” • Intentional Teaching Experience LL42, “Daily Sign-In” <p><u>Objectives for Development and Learning</u></p> <p>Objective 19 Demonstrates writing skills</p> <p>19a. Writes name</p> <p>Objective 19a.6 Writes mock letters or letter-like forms</p>
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STANDARD / AREA OF LEARNING

Fine Arts Standards—Age 4

OBJECTIVE / STRAND	1	DRAMA
INDICATOR / CLUSTER	FA 4 yr.1.1.	<p>Identify and express ideas, information, and feelings through dramatic art (for example, telling stories and playing make-believe).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL53, “We’re Going on a Trip” • Mighty Minutes 236, “Imaginary Bag” <p><u>Objectives for Development and Learning</u></p> <p>Objective 14 Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <p>Objective 36 Explores drama through actions and language</p>
INDICATOR / CLUSTER	FA 4 yr.1.2.	<p>Use dialogue, actions, and objects to tell a story.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL06, “Dramatic Storytelling” • Mighty Minutes 129, “Growing Stories” <p><u>Objectives for Development and Learning</u></p> <p>Objective 14 Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <p>Objective 36 Explores drama through actions and language</p>
INDICATOR / CLUSTER	FA 4 yr.1.3.	<p>Assume the roles of characters in dramatic play situations, or stories through drama, props, and language.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL09, “Pocket Storytelling: <i>The Mitten</i>” • Intentional Teaching Experience LL06, “Dramatic Storytelling” <p><u>Objectives for Development and Learning</u></p> <p>Objective 14 Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>Objective 14 Uses symbols and images to represent something not present</p>

14b. Engages in sociodramatic play

Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

Objective 36 Explores drama through actions and language

INDICATOR / CLUSTER

FA 4 yr.1.4.

With prompting and support, work independently and cooperatively in dramatic play.

The Creative Curriculum® for Pre-K

- The First Six Weeks, Building a Classroom Community Teaching Guide, Choice Time p. 105
- Percussion Instruments Teaching Guide, Focused Language and Literacy, Choice Time p. 16
- Architecture Teaching Guide, Choice Time, pg. 71

Objectives for Development and Learning**Objective 14 Uses symbols and images to represent something not present****14b. Engages in sociodramatic play**

Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

Objective 36 Explores drama through actions and language

INDICATOR / CLUSTER

FA 4 yr.1.5.

With prompting and support, attend to and show appreciation for the dramatization of others.

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience LL06, “Dramatic Storytelling”
- Cameras Teaching Guide Choice Time, pg. 55
- Mighty Minutes 236, “Imaginary Bag”

Objectives for Development and Learning**Objective 02 Establishes and sustains positive relationships****2c. Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

Objective 14 Uses symbols and images to represent something not present**14b. Engages in sociodramatic play**

Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

Objective 36 Explores drama through actions and language

INDICATOR / CLUSTER

FA 4 yr.1.6.

With prompting and support, act out a story with a beginning, middle, and an end.

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience LL33, “Clothesline Storytelling”
- Intentional Teaching Experience LL06, “Dramatic Storytelling”

Objectives for Development and Learning

Objective 14 Uses symbols and images to represent something not present

14b. Engages in sociodramatic play

Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

Objective 36 Explores drama through actions and language

STANDARD / AREA OF LEARNING

Fine Arts Standards—Age 4

OBJECTIVE / STRAND

2

DANCE

INDICATOR / CLUSTER

FA 4 yr.2.1.

Move to different patterns of beat and rhythm in music.

The Creative Curriculum® for Pre-K

- Mighty Minute 239, “Musical Patterns”
- Mighty Minute 281, “Up & Down”
- Mighty Minute 283, “Clap Along”

Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23.4 Copies simple repeating patterns

Objective 35 Explores dance and movement concepts

INDICATOR / CLUSTER

FA 4 yr.2.2.

Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.

The Creative Curriculum® for Pre-K

- Mighty Minutes 257, “From Caterpillar to Butterfly”
- Mighty Minute 281, “Up & Down”
- Mighty Minute 248, “A Tree for All Seasons”

Objectives for Development and Learning

Objective 14 Uses symbols and images to represent something not present

14a. Thinks symbolically

Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

INDICATOR / CLUSTER	FA 4 yr.2.3.	<p>With prompting and support, start, stop, and respond to musical cues.</p> <p><u>The Creative Curriculum® for Pre-K</u> • Mighty Minute 280, “Stoplight Dance”</p> <p><u>Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games. Objective 35 Explores dance and movement concepts</p>
INDICATOR / CLUSTER	FA 4 yr.2.4.	<p>With prompting and support, find different ways to move the body, arms, and legs, and begin to move body parts one at a time.</p> <p><u>The Creative Curriculum® for Pre-K</u> • Mighty Minute 243, “I Have Two” • Mighty Minute 280, “Stoplight Dance”</p> <p><u>Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games. Objective 35 Explores dance and movement concepts</p>
INDICATOR / CLUSTER	FA 4 yr.2.5.	<p>With prompting and support, dance for and with others while respecting space and maintaining body control.</p> <p><u>The Creative Curriculum® for Pre-K</u> • Intentional Teaching Experience P12, “Exploring Pathways”</p> <p><u>Objectives for Development and Learning</u> Objective 2 Establishes and sustains positive relationships 2c Interacts with peers Objective 2c.8 Interacts cooperatively in groups of four or five children Objective 35 Explores dance and movement concepts</p>

STANDARD / AREA OF LEARNING

Fine Arts Standards—Age 4

OBJECTIVE / STRAND	3	MUSIC
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INDICATOR / CLUSTER	FA 4 yr.3.1.	<p>Participate in musical activities by listening to, singing, and creating music.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Percussion Instruments Teaching Guide, Music and Movement, Choice Time, pg. 19 • Mighty Minutes 237, “Rainbow Song” • Mighty Minutes 284, “Veggie Stew” <p><u>Objectives for Development and Learning</u></p> <p>Objective 34 Explores musical concepts and expression</p>
INDICATOR / CLUSTER	FA 4 yr.3.2.	<p>Show increasing recognition of the various components of music in terms of dynamics (loud/soft), pitch (high/low), and duration (long/ short, fast/slow).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Percussion Instruments Teaching Guide, Large Group, p.86 • Intentional Teaching Experience M80 “Pots & Pans Band” • Mighty Minutes 239, “Musical Patterns” <p><u>Objectives for Development and Learning</u></p> <p>Objective 34 Explores musical concepts and expression</p>
INDICATOR / CLUSTER	FA 4 yr.3.3.	<p>Demonstrate elements of music by bouncing or clapping out the rhythm and discussing how it makes them feel.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Percussion Instruments Teaching Guide, Focused Project Learning, p.90 • Percussion Instruments Teaching Guide, Choice Time, Teacher Tip, Connecting Feelings to Music, p.55 • Mighty Minutes 283, “Clap Along” <p><u>Objectives for Development and Learning</u></p> <p>Objective 04 Demonstrates traveling skills</p> <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <p>Objective 34 Explores musical concepts and expression</p>

INDICATOR / CLUSTER	FA 4 yr.3.4.	Express thoughts, feelings, and energy through music. <u>The Creative Curriculum® for Pre-K</u> •(Digital Only) Mighty Minutes 142, “The Feelings Dance” • Percussion Instruments Teaching Guide, Choice Time, Teacher Tip, Connecting Feelings to Music, p.55 • Percussion Instruments Teaching Guide, Choice Time, Teacher Tip, Music Makes Me Feel, p.4 <u>Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression
INDICATOR / CLUSTER	FA 4 yr.3.5.	With prompting and support, begin to sing songs from various cultures. <u>The Creative Curriculum® for Pre-K</u> • No correlations <u>Objectives for Development and Learning</u> Objective 30 Shows basic understanding of people and how they live Objective 34 Explores musical concepts and expression
INDICATOR / CLUSTER	FA 4 yr.3.6.	With prompting and support, share a favorite song. <u>The Creative Curriculum® for Pre-K</u> • (Digital Only) Volume 2, Interest Areas, Chapter 8, Music and Movement” <u>Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression
STANDARD / AREA OF LEARNING		Fine Arts Standards—Age 4
OBJECTIVE / STRAND	4	VISUAL ARTS

INDICATOR / CLUSTER	FA 4 yr.4.1.	<p>Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience P02, “Over and Under” • Intentional Teaching Experience P08, “Cutting With Scissors” • Intentional Teaching Experience P34, “Clay Engraving” <p><u>Objectives for Development and Learning</u></p> <p>Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</p> <p>Objective 14a.4 Draws or constructs, and then identifies what it is</p> <p>Objective 33 Explores the visual arts</p>
INDICATOR / CLUSTER	FA 4 yr.4.2.	<p>Recognize and name colors (for example, red, yellow, blue, purple, orange, green, black, white, brown, pink, and gray).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL61, “Color Hunt” • Intentional Teaching Experience LL95, “Color Collections” • Mighty Minutes 283, “Clothes Colors” <p><u>Objectives for Development and Learning</u></p> <p>Objective 9 Uses language to express thoughts and needs</p> <p>9a Uses an expanding and expressive vocabulary</p> <p>Objective 9a.4 Names familiar people, animals, and objects</p> <p>Objective 33 Explores the visual arts</p>
INDICATOR / CLUSTER	FA 4 yr.4.3.	<p>Explore, identify, and describe the physical characteristics of the environment including colors, textures, and light.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Light Teaching Guide Focused Project Learning p. 50 • Intentional Teaching Experience LL15, “Textured Letters” • Mighty Minutes 223, “Eye on the Sky” <p><u>Objectives for Development and Learning</u></p> <p>Objective 33 Explores the visual arts</p>
INDICATOR / CLUSTER	FA 4 yr.4.4.	<p>Talk with peers and/or adults about their art and their creative process.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL32, “Describing Art”

- Intentional Teaching Experience P30, “Mixing Paints”

Objectives for Development and Learning

Objective 14 Uses symbols and images to represent something not present

14a Thinks symbolically

Objective 14a.4 Draws or constructs, and then identifies what it is

Objective 33 Explores the visual arts

INDICATOR / CLUSTER	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.
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The Creative Curriculum® for Pre-K

- Architecture Teaching Guide Focused Project Learning, pg. 110
- Intentional Teaching Experience LL32, “Describing Art”

Objectives for Development and Learning

Objective 33 Explores the visual arts

STANDARD / AREA OF LEARNING

Health Standards—Age 4

OBJECTIVE / STRAND

1

HUMAN DEVELOPMENT

INDICATOR / CLUSTER	HE 4 yr.1.1.	Show independence in personal hygiene and care.
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The Creative Curriculum® for Pre-K

- Mighty Minutes 238, “Wash Your Hands”
- Intentional Teaching Experience SE31, “Playful Routines”

Objectives for Development and Learning

Objective 01 Regulates own emotions and behaviors

1c. Takes care of own needs appropriately

Objective 1c.8 Takes responsibility for own well-being

INDICATOR / CLUSTER	HE 4 yr.1.2.	With prompting and support, distinguish between appropriate and inappropriate touch.
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience SE09, “Big Rule, Little Rule”

Objectives for Development and Learning

Objective 01 Regulates own emotions and behaviors

1c. Takes care of own needs appropriately

Objective 1c.6 Demonstrates confidence in meeting own needs

STANDARD / AREA OF LEARNING**Health Standards—Age 4**

OBJECTIVE / STRAND	2	HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF
INDICATOR / CLUSTER	HE 4 yr.2.1.	<p>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.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none">• The First Six Weeks, Building Your Classroom Community Teaching Guide, Focused Project Learning pg. 92• Intentional Teaching Experience SE36, “You & Me Time” <p><u>Objectives for Development and Learning</u></p> <p>Objective 02 Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p>Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</p>
INDICATOR / CLUSTER	HE 4 yr.2.2.	<p>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.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none">• The First Six Weeks: Building Your Classroom Community, Focused Project Learning, pg. 120• Intentional Teaching Experience SE14, “Playing Together”• Intentional Teaching Experience SE30, “Can I Play?” <p><u>Objectives for Development and Learning</u></p> <p>Objective 02 Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p> <p>Objective 02 Establishes and sustains positive relationships</p> <p>2d. Makes friends</p> <p>Objective 2d.4 Plays with one or two preferred playmates</p>
INDICATOR / CLUSTER	HE 4 yr.2.3.	<p>With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others’ needs.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none">• Intentional Teaching Experience SE08, “Group Problem Solving”• Intentional Teaching Experience SE13, “Conflict Resolution”• Intentional Teaching Experience SE30, “Can I Play?”

Objectives for Development and Learning

Objective 02 Establishes and sustains positive relationships

2b. Responds to emotional cues

Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately

Objective 02 Establishes and sustains positive relationships

2c. Interacts with peers

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

Objective 03 Participates cooperatively and constructively in group situations

3b. Solves social problems

Objective 3b.6 Suggest solutions to social problems

INDICATOR / CLUSTER	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).
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience SE21, “Sunshine Message Board”
- Mighty Minutes 282, “Rolling Compliments”

Objectives for Development and Learning

Objective 02 Establishes and sustains positive relationships c. Interacts with peers

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

STANDARD / AREA OF LEARNING

Health Standards—Age 4

OBJECTIVE / STRAND	3	MENTAL AND EMOTIONAL HEALTH
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INDICATOR / CLUSTER	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).
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience SE05, “Character Feelings”
- Intentional Teaching Experience SE28, “Our Feelings Song”
- Intentional Teaching Experience SE33, “Where are my Feelings?”

Objectives for Development and Learning

Objective 1 Regulates own emotions and behaviors

1a Manages feelings

Objective 1 Regulates own emotions and behaviors

1c Takes care of own needs appropriately

INDICATOR / CLUSTER	HE 4 yr.3.2.	<p>With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience SE03, “Calm-Down Place” • Intentional Teaching Experience SE29, “Take a Breath” <p><u>Objectives for Development and Learning</u></p> <p>Objective 01 Regulates own emotions and behaviors</p> <p>1a. Manages feelings</p> <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
INDICATOR / CLUSTER	HE 4 yr.3.3.	<p>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.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience SE04, “Actively Listening to Children” • Intentional Teaching Experience SE09, “Big Rule, Little Rule” • Intentional Teaching Experience SE10, “My Turn at the Microphone” <p><u>Objectives for Development and Learning</u></p> <p>Objective 01 Regulates own emotions and behaviors</p> <p>1a. Manages feelings</p> <p>Objective 1a.8 Controls strong emotions in an appropriate manner, most of the time.</p> <p>Objective 01 Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>

STANDARD / AREA OF LEARNING

OBJECTIVE / STRAND	4	NUTRITION
INDICATOR / CLUSTER	HE 4 yr.4.1.	<p>Identify a variety of healthy foods.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Seeds Teaching Guide, Focused Project Learning, p.90 • Intentional Teaching Experience LL35, “Fruit Salad” • Digital Children’s Book Collection: <i>Harvesting a Rainbow Garden</i> <p><u>Objectives for Development and Learning</u></p> <p>Objective 1 Regulates own emotions and behaviors</p> <p>1c Takes care of own needs appropriately</p>

INDICATOR / CLUSTER	HE 4 yr.4.2.	<p>Objective 1c.8 Take responsibility for own well-being</p> <p>Identify why eating healthy food is important and begin to categorize into food groups.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Digital Children’s Book Collection: <i>Harvesting a Rainbow Garden</i> <p><u>Objectives for Development and Learning</u></p> <p>Objective 1 Regulates own emotions and behaviors</p> <p>1c Takes care of own needs appropriately</p> <p>Objective 1c.8 Take responsibility for own well-being</p> <p>Objective 13 Uses classification skills</p> <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g. color, size, or shape</p>
INDICATOR / CLUSTER	HE 4 yr.4.3.	<p>With prompting and support, try new foods from a variety of food groups.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience M53, “Black Bean Corn Salad” • Intentional Teaching Experience LL36, “Salsa” • Intentional Teaching Experience LL38, “Hummus” <p><u>Objectives for Development and Learning</u></p> <p>Objective 1 Regulates own emotions and behaviors</p> <p>1c Takes care of own needs appropriately</p> <p>Objective 1c.8 Take responsibility for own well-being</p>
STANDARD / AREA OF LEARNING		Lifelong Learning Practices Standards—Age 4
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES – APPROACHES TO LEARNING
INDICATOR / CLUSTER	1	SELF-REGULATION AND EXECUTIVE FUNCTIONING

EXPECTATION / STANDARD	LLP 4 yr.1.1.	<p>With prompting and support, display increasing ability to self-regulate external behaviors (for example, follow simple directions, wait for turns, and transition between activities).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL78, “That’s How You Do It!” • Intentional Teaching Experience SE15, “Making Choices” • Intentional Teaching Experience SE10, “My Turn at the Microphone” <p><u>Objectives for Development and Learning</u></p> <p>Objective 01 Regulates own emotions and behaviors</p> <p>1a. Manages feelings</p> <p>Objective 1a.10 Manages strong emotions using known strategies</p> <p>Objective 01 Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
EXPECTATION / STANDARD	LLP 4 yr.1.2.	<p>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).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience M02, “Counting and Comparing” • Intentional Teaching Experience M03, “Seek & Find” • Intentional Teaching Experience M05, “Sorting & Classifying” <p><u>Objectives for Development and Learning</u></p> <p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11a Attends and Engages</p> <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>

EXPECTATION / 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).
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience LL08, “Memory Games”
- Intentional Teaching Experience LL18, “What’s Missing”
- Intentional Teaching Experience M96, “Creating Our Daily Schedule”

Objectives for Development and Learning

Objective 12 Remembers and connects experiences

12b Remembers and connects experiences

Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support

EXPECTATION / 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).
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience SE25, “What Can We Build Together?”
- Mighty Minutes 220, “Daily Reflections”

Objectives for Development and Learning

Objective 01 Regulates own emotions and behaviors a. Manages feelings

Objective 1a.6 Is able to look at a situation differently or delay gratification

STANDARD / AREA OF LEARNING

Lifelong Learning Practices Standards—Age 4

OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES – APPROACHES TO LEARNING
INDICATOR / CLUSTER	2	LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)
EXPECTATION / STANDARD		INITIATIVE

INDICATOR	LLP 4 yr.2.1.	<p>With prompting and support, plan out the multiple steps needed and identify strategies to use to accomplish a goal or to guide play.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL78, “That’s How You Do It!” • Intentional Teaching Experience SE15, “Making Choices” • Intentional Teaching Experience SE22, “When, Then Statements” <p><u>Objectives for Development and Learning</u></p> <p>Objective 14 Uses symbols and images to represent something not present</p> <p>14a Thinks symbolically</p> <p>Objective 14a.6 Plans and then uses drawings, construction, movements, and dramatizations to represent ideas</p>
INDICATOR	LLP 4 yr.2.2.	<p>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).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL63, “Investigating & Recording” • Intentional Teaching Experience LL74, “Observing Insect Life” • Mighty Minutes 210, “Collecting Questions” <p><u>Objectives for Development and Learning</u></p> <p>Objective 11 Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</p>

INDICATOR	LLP 4 yr.2.3.	<p>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).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Cameras Teaching Guide, Focused Project Learning, p. 22 • The First Six Weeks, Building Your Classroom Community Teaching Guide, Focused Project Learning, p. 68 • Intentional Teaching Experience SE09, “Big Rule, Little Rule” <p><u>Objectives for Development and Learning</u></p> <p>Objective 12 Remembers and connects experiences</p> <p>12b Remembers and connects experiences</p> <p>Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>
STANDARD / AREA OF LEARNING		Lifelong Learning Practices Standards—Age 4
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES – APPROACHES TO LEARNING
INDICATOR / CLUSTER	2	LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)
EXPECTATION / STANDARD		PERSISTENCE
INDICATOR	LLP 4 yr.2.4.	<p>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).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience SE18, “Encouragement” • Intentional Teaching Experience M23, “Putting Puzzles Together” <p><u>Objectives for Development and Learning</u></p> <p>Objective 11 Demonstrates positive approaches to learning a. Attends and engages</p> <p>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <p>Objective 11 Demonstrates positive approaches to learning b. Persists</p> <p>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
INDICATOR	LLP 4 yr.2.5.	<p>Develop the ability to sustain engagement in active learning small- and large- group activities, working alone or cooperatively.</p>

The Creative Curriculum® for Pre-K

- The First Six Weeks, Building Your Classroom Community, Focuses Project Learning, p.140
- Intentional Teaching Experience M77, “Board Games”

Objectives for Development and Learning

Objective 11 Demonstrates positive approaches to learning

11a. Attends and engages

Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

STANDARD / AREA OF LEARNING

Lifelong Learning Practices Standards—Age 4

OBJECTIVE / STRAND

LIFELONG LEARNING PRACTICES – APPROACHES TO LEARNING

INDICATOR / CLUSTER

3

CREATIVITY AND CURIOSITY

EXPECTATION / 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.

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience LL63, “Investigating and Recording.”
- Light Teaching Guide, Focused Project Learning, p.26

Objectives for Development and Learning

Objective 11 Demonstrates Positive Approaches to Learning

11d Shows curiosity and motivation

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

EXPECTATION / 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).

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience LL18, “What’s Missing?”
- Intentional Teaching Experience M26, “Huff & Puff”
- Architecture Teaching Guide, Choice Time, Blocks, p. 27

Objectives for Development and Learning

Objective 11 Demonstrates Positive Approaches to Learning

11c Solves problems

Objective 11c.6 Solves problems without having to try every possibility

EXPECTATION / STANDARD	LLP 4 yr.3.3.	<p>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).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Percussion Instruments Teaching Guide, Choice Time, Art, p. 39 • Architecture Teaching Guide, Focused Project Learning, p.74 <p><u>Objectives for Development and Learning</u></p> <p>Objective 11 Demonstrates positive approaches to learning</p> <p>11e Shows flexibility and inventiveness in thinking</p> <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p> <p>Objective 14 Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
EXPECTATION / STANDARD	LLP 4 yr.3.4.	<p>Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience M83, “Pendulum Power” • Intentional Teaching Experience M84, “Ramp Experiments” <p><u>Objectives for Development and Learning</u></p> <p>Objective 11 Demonstrates positive approaches to learning</p> <p>11e Shows flexibility and inventiveness in thinking</p> <p>Objective 11e.6 Changes plans if a better idea is thought of or proposed</p>
STANDARD / AREA OF LEARNING		Lifelong Learning Practices Standards—Age 4
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	4	SELF-AWARENESS
EXPECTATION / STANDARD	LLP 4 yr.4.1.	<p>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.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • The First Six Weeks, Building Your Classroom Community, Focused Project Learning, p. 20 • Intentional Teaching Experience LL76, “The ‘Me’ Book”

Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Participate in self-selected or organized activities by exploring learning materials including outdoor equipment (for example, a child chooses paint or markers for artwork).

The Creative Curriculum® for Pre-K

- The First Six Weeks, Building Your Classroom Community, Focused Language & Literacy, p.18
- Intentional Teaching Experience SE15, “Making Choices”

Objectives for Development and Learning

Objective 1 Regulates own emotions and behaviors

1c Takes care of own needs appropriately

Objective 1c.6 Demonstrates confidence in meeting own needs

Objective 11 Demonstrates Positive Approaches to Learning

11b Persists

Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks

Begin to maintain personal boundaries while participating in movement or daily classroom activities.

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience P06, “Catching With a Scoop”
- Intentional Teaching Experience P23, “Ways to Travel”

Objectives for Development and Learning

Objective 3 participates cooperatively and constructively in group situations

3a Balances needs and rights of self and others

Objective 3a.2 Responds appropriately to other’s expressions of wants

Communicate wants and needs including thoughts and feelings with actions or words.

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience SE17, “Supporting Children to Use Their Words”

Objectives for Development and Learning

Objective 01 Regulates own emotions and behaviors

1c. Takes care of own needs appropriately

Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

EXPECTATION / STANDARD	LLP 4 yr.4.5.	<p>Begin to contribute and take pride in the classroom community (for example, volunteer to help others).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience SE12, “Classroom Jobs” • Intentional Teaching Experience SE27, “How Can We Help?” <p><u>Objectives for Development and Learning</u></p> <p>Objective 3 participates cooperatively and constructively in group situations</p> <p>3a Balances needs and rights of self and others</p>
STANDARD / AREA OF LEARNING		Lifelong Learning Practices Standards—Age 4
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	5	EMOTIONS
EXPECTATION / STANDARD	LLP 4 yr.5.1.	<p>Separate and reunite with parents or caregivers without stress.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience SE07 “Good-Byes” <p><u>Objectives for Development and Learning</u></p> <p>Objective 2 Establishes and sustains positive relationships</p> <p>2a Forms relationships with adults</p> <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
EXPECTATION / STANDARD	LLP 4 yr.5.2.	<p>Recognize that feelings can change and different feelings are experienced throughout the day.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience SE06, “Talk About Feelings” • Intentional Teaching Experience SE33, “Where are my Feelings?” <p><u>Objectives for Development and Learning</u></p> <p>Objective 1 Regulates own emotions and behaviors</p> <p>1a Manages feelings</p> <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
EXPECTATION / STANDARD	HE 4 yr.3.1.	<p>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).</p>

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience SE05, “Character Feelings”
- Intentional Teaching Experience SE28, “Our Feelings Song”
- Intentional Teaching Experience SE33, “Where are my Feelings?”

Objectives for Development and Learning

Objective 1 Regulates own emotions and behaviors

1a Manages feelings

Objective 1a.6 Is able to look at a situation differently or delay gratification

Objective 2 Establishes and sustains positive relationships

2b Responds to emotional cues

Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately

EXPECTATION / 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).

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience SE03, “Calm-Down Place”
- Intentional Teaching Experience SE29, “Take a Breath”

Objectives for Development and Learning

Objective 01 Regulates own emotions and behaviors

1a. Manages feelings

Objective 1a.8 Controls strong emotions in an appropriate manner, most of the time.

EXPECTATION / 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.

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience SE09, “Big Rule, Little Rule”
- Intentional Teaching Experience SE10, “My Turn at the Microphone”

Objectives for Development and Learning

Objective 01 Regulates own emotions and behaviors a. Manages feelings

Objective 1a.8 Controls strong emotions in an appropriate manner, most of the time.

Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

STANDARD / AREA OF LEARNING

Lifelong Learning Practices Standards—Age 4

OBJECTIVE / STRAND

LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT



INDICATOR / CLUSTER	6	RELATIONSHIPS
EXPECTATION / STANDARD		COMMUNICATION
INDICATOR	LLP 4 yr.6.1.	<p>With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience SE16, “I” Statements” <p><u>Objectives for Development and Learning</u></p> <p>Objective 1 Regulates own emotions and behaviors</p> <p>1b Follows limits and expectations</p> <p>Objective 1b.2 Responds to changes in an adult’s tone of voice and expression</p> <p>Objective 2 Establishes and sustains positive relationships</p> <p>2b Responds to emotional cues</p> <p>Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
INDICATOR	LLP 4 yr.6.2.	<p>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).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience LL72, Conference Conversations • Intentional Teaching Experience SE10, “My Turn at the Microphone” • Mighty Minutes 274, “What’d You Say?” <p><u>Objectives for Development and Learning</u></p> <p>Objective 10 Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>Objective 10a.6 Engages in conversations of at least three exchanges</p>

INDICATOR	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.
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The Creative Curriculum® for Pre-K

- The First Six Weeks: Building Your Classroom Community, Focused Project Learning, pg. 120
- Intentional Teaching Experience SE30, “Can I Play?”
- Intentional Teaching Experience SE14, “Playing Together”

Objectives for Development and Learning

Objective 02 Establishes and sustains positive relationships

2c. Interacts with peers

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

STANDARD / AREA OF LEARNING

Lifelong Learning Practices Standards—Age 4

OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	6	RELATIONSHIPS
EXPECTATION / STANDARD		SOCIAL ENGAGEMENT
INDICATOR	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).

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience SE30, “Can I Play?”
- Intentional Teaching Experience SE14, “Playing Together”

Objectives for Development and Learning

Objective 2 Establishes and sustains positive relationships

2c Interacts with peers

Objective 2c.4 Uses successful strategies for entering groups

INDICATOR	LLP 4 yr.6.4.	<p>Maintain awareness of and respect others' personal space.</p> <p><u>The Creative Curriculum® for Pre-K</u> No correlations</p> <p><u>Objectives for Development and Learning</u> Objective 3 participates cooperatively and constructively in group situations 3a Balances needs and rights of self and others Objective 3a.2 Responds appropriately to other's expressions of wants</p>
INDICATOR	LLP 4 yr.6.5.	<p>Begin to maintain self-control during play with others.</p> <p><u>The Creative Curriculum® for Pre-K</u> • Intentional Teaching Experience SE14, "Playing Together" • Intentional Teaching Experience SE25 "What Can We Build Together?"</p> <p><u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships 2c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
INDICATOR	HE 4 yr.2.3.	<p>With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.</p> <p><u>The Creative Curriculum® for Pre-K</u> • Intentional Teaching Experience SE25 "What Can We Build Together?"</p> <p><u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships 2c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>

INDICATOR	HE 4 yr.2.4.	<p>With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience SE21, “Sunshine Message Board” • Mighty Minutes 282, “Rolling Compliments” <p><u>Objectives for Development and Learning</u></p> <p>Objective 02 Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
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STANDARD / AREA OF LEARNING

Lifelong Learning Practices Standards—Age 4

OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	6	RELATIONSHIPS
EXPECTATION / STANDARD		CONFLICT RESOLUTION / PROBLEM SOLVING
INDICATOR	LLP 4 yr.6.6.	<p>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).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience SE13, “Conflict Resolution” • Intentional Teaching Experience SE08, “Group Problem Solving” <p><u>Objectives for Development and Learning</u></p> <p>Objective 03 Participates cooperatively and constructively in group situations</p> <p>3b. Solves social problems</p> <p>Objective 3b.6 Suggest solutions to social problems</p>

STANDARD / AREA OF LEARNING

Math Standards—Age 4

OBJECTIVE / STRAND	1	COUNTING AND CARDINALITY
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INDICATOR / CLUSTER	Math 4 yr.1.1.	<p>Count to 20 by ones.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Mighty Minutes 206, “I Can Count” • Mighty Minutes 246, “Little Snowflake” • Mighty Minutes 134, “Time’s Up!” • First Six Weeks: Building Your Classroom Community, Read-Aloud, Counting Book, pg. 34 <p><u>Objectives for Development and Learning</u></p> <p>Objective 20 Uses number concepts and operations</p> <p>20a. Counts</p> <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
INDICATOR / CLUSTER	Math 4 yr.1.2.	<p>In the sequence of 1–10, identify numbers that come before or after one another.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience M39, “Let’s Go Fishing” <p><u>Objectives for Development and Learning</u></p> <p>Objective 20 Uses number concepts and operations</p> <p>20a. Counts</p> <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
INDICATOR / CLUSTER	Math 4 yr.1.3.	<p>Count a number of objects from 0–10 and begin to associate them with a written numeral.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Mighty Minutes 124, “Number Dice” • Intentional Teaching Experience M79, “Ping-Pong Pick-Up” • Seeds Teaching Guide, Focused Mathematics, Choice Time: Independent Discovery, pg. 41 <p><u>Objectives for Development and Learning</u></p> <p>Objective 20 Uses number concepts and operations</p> <p>20c. Connects numerals with their quantities</p> <p>Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>
INDICATOR / CLUSTER	Math 4 yr.1.4.	<p>Name written numerals 0–10.</p>

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience M04, “Number Cards”
- Seeds Teaching Guide, Focused Mathematics, Choice Time: Independent Discovery, pg. 61
- Grocery Store Teaching Guide, Focused Mathematics, Choice Time: Independent Discovery, pg. 57

Objectives for Development and Learning

Objective 20 Uses number concepts and operations

20c. Connects numerals with their quantities

Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects

INDICATOR / CLUSTER

Math 4 yr.1.5.

Use one-to-one correspondence when counting objects to ten.

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience M93, “Count and Trace”
- First Six Weeks: Building Your Classroom Community, Focused Mathematics, Choice Time: Independent Discovery pg. 75
- Light Teaching Guide, Outdoors, pg. 89

Objectives for Development and Learning

Objective 20 Uses number concepts and operations

20a. Counts

Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

INDICATOR / CLUSTER

Math 4 yr.1.6.

When counting objects to ten, understand that the last number counted in a set tells how many.

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience M01, “Dinner Time”
- Intentional Teaching Experience M13, “Nursery Rhyme Count”
- Intentional Teaching Experience M95, “How Many in the Scoop?”

Objectives for Development and Learning

Objective 20 Uses number concepts and operations

20b. Quantifies

Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

INDICATOR / CLUSTER

Math 4 yr.1.7.

Count two sets of objects up to 10 to determine which has more.

The Creative Curriculum® for Pre-K



- Intentional Teaching Experience M11, “Graphing”
- Intentional Teaching Experience M32, “Which Container Holds More?”
- Intentional Teaching Experience M19, “Which Has More?”

Objectives for Development and Learning

Objective 20 Uses number concepts and operations

20b. Quantifies

Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts

Math Standards—Age 4

OPERATIONS AND ALGEBRAIC THINKING

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience M13, “Nursery Rhyme Count”
- Mighty Minutes 224, “Five Big Leaves”

Objectives for Development and Learning

Objective 20 Use number concepts and operations

20f Applies number combinations and mental number strategies in mathematical operations

Objective 20f.2 Adds and subtracts whole numbers fluently within five

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience M22, “Story Problems”

Objectives for Development and Learning

Objective 20 Uses number concepts and operations

20e Applies properties of mathematical operations and relationships

Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10

STANDARD / AREA OF LEARNING

OBJECTIVE / STRAND

2

INDICATOR / CLUSTER

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.

INDICATOR / CLUSTER

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?”).

INDICATOR / CLUSTER	Math 4 yr.2.3.	<p>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).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience M16, “Show Me Five” <p><u>Objectives for Development and Learning</u></p> <p>Objective 20 Use number concepts and operations</p> <p>20f Applies number combinations and mental number strategies in mathematical operations</p> <p>Objective 20f.2 Adds and subtracts whole numbers fluently within five</p>
INDICATOR / CLUSTER	Math 4 yr.2.4.	<p>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.)</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience M16, “Show Me Five” <p><u>Objectives for Development and Learning</u></p> <p>Objective 20 Use number concepts and operations</p> <p>20f Applies number combinations and mental number strategies in mathematical operations</p> <p>Objective 20f.2 Adds and subtracts whole numbers fluently within five</p>
INDICATOR / CLUSTER	Math 4 yr.2.5.	<p>Duplicate, extend, and create simple patterns (for example, ababab).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience M85, “Perler Patterns” • Intentional Teaching Experience M38, “Patterns Under Cover” • Intentional Teaching Experience M45, “Picture Patterns” <p><u>Objectives for Development and Learning</u></p> <p>Objective 23 Demonstrates knowledge of patterns</p> <p>Objective 23.4 Copies simple repeating patterns</p>

STANDARD / AREA OF LEARNING

Math Standards—Age 4

OBJECTIVE / STRAND	3	MEASUREMENT AND DATA
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INDICATOR / CLUSTER	Math 4 yr.3.1.	<p>Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience M25, “The Long and Short of It” • Intentional Teaching Experience M62, “How Big Around?” • Intentional Teaching Experience M49, “Balancing Act” <p><u>Objectives for Development and Learning</u></p> <p>Objective 22 Compares and Measures</p> <p>22a Measures objects</p> <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
INDICATOR / CLUSTER	Math 4 yr.3.2.	<p>Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience M62, “How Big Around?” • Intentional Teaching Experience M49, “Balancing Act” • Intentional Teaching Experience M26, “Huff and Puff” <p><u>Objectives for Development and Learning</u></p> <p>Objective 22 Compares and Measures</p> <p>22a Measures objects</p> <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
INDICATOR / CLUSTER	Math 4 yr.3.3.	<p>Classify/sort objects into given categories (for example, color, size, shape) by specified attributes.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience M05, “Sorting and Classifying” • Intentional Teaching Experience M02, “Counting and Comparing” • Intentional Teaching Experience M03, “Seek & Find” <p><u>Objectives for Development and Learning</u></p> <p>Objective 13 Uses classification skills</p> <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>

INDICATOR / CLUSTER	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.
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience M19, “Which Has More?”
- Intentional Teaching Experience M32, “Which Container Holds More?”

Objectives for Development and Learning

Objective 20 Uses number concepts and operations b. Quantifies

Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

STANDARD / AREA OF LEARNING

Math Standards—Age 4

OBJECTIVE / STRAND	4	GEOMETRY
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INDICATOR / CLUSTER	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.
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience M51, “Can You Find It”
- Intentional Teaching Experience M55, “Stepping Stones”
- Intentional Teaching Experience M87, “Treasure Hunt”

Objectives for Development and Learning

Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes

Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)

INDICATOR / CLUSTER	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).
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience M30, “Buried Shapes”
- **Mighty Minutes 289, “Missing Shapes”**
- Architecture Teaching Guide, Focused Mathematics, Choice Time: Independent Discovery, pg. 81

Objectives for Development and Learning

Objective 21 Explores and describes spatial relationships and shapes

21 b. Understands shapes

Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

INDICATOR / CLUSTER	Math 4 yr.4.3.	<p>Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience M20, “I’m Thinking of a Shape” • Intentional Teaching Experience M50, “The Farmer Builds a Fence” • Architecture Teaching Guide, Focused Mathematics, Choice Time: Independent Discovery, pg. 33 <p><u>Objectives for Development and Learning</u></p> <p>Objective 21 Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
INDICATOR / CLUSTER	Math 4 yr.4.4.	<p>Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience M20, “I’m Thinking of a Shape” • Intentional Teaching Experience M88, “Shape Bingo” • Architecture Teaching Guide, Focused Mathematics, Small Group, Guided Discovery, pg. 61 <p><u>Objectives for Development and Learning</u></p> <p>Objective 21 Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
INDICATOR / CLUSTER	Math 4 yr.4.5.	<p>Create basic shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience M42, “Straw Shapes” • Intentional Teaching Experience M21, “Geoboards” • Architecture Teaching Guide, Focused Mathematics, Choice Time: Independent Discovery, pg. 17 <p><u>Objectives for Development and Learning</u></p> <p>Objective 14 Uses symbols and images to represent something not present a. Thinks</p>

symbolically

Objective 14a.4 Draws or constructs, and then identifies what it is

INDICATOR / CLUSTER

Math 4 yr.4.6.

Explore combining basic shapes to create new shapes (for example, two triangles make a rhombus).

The Creative Curriculum® for Pre-K

- Mighty Minutes 287, “Kooky Car”
- Intentional Teaching Experience M50, “The Farmer Builds a Fence”

Objectives for Development and Learning

Objective 21 Explores and describes spatial relationships and shapes

21b Understands shapes

Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

STANDARD / AREA OF LEARNING

Physical Education Standards—Age 4

OBJECTIVE / STRAND

1

MOTOR SKILLS AND MOVEMENT

INDICATOR / CLUSTER

GROSS MOTOR

EXPECTATION / 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).

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience P33, “Obstacle Course”
- Intentional Teaching Experience P12, “Exploring Pathways”

Objectives for Development and Learning

Objective 04 Demonstrates traveling skills

Objective 4.8 Coordinates increasingly complex movements in play and games

Objective 05 Demonstrates balancing skills

Objective 5.8 Sustains balance during complex movement experiences

EXPECTATION / 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).
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience P16, “Body Part Balance”
- Intentional Teaching Experience P17, “Balance on a Beam”

Objectives for Development and Learning

Objective 05 Demonstrates balancing skills

Objective 5.8 Sustains balance during complex movement experiences

EXPECTATION / 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).
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience P05, “Throw Hard, Throw Far”
- Intentional Teaching Experience P19, “Bounce & Catch”

Objectives for Development and Learning

Objective 06 Demonstrates gross-motor manipulative skills

Objective 6.8 Manipulates balls or similar objects with a full range of motion

STANDARD / AREA OF LEARNING

Physical Education Standards—Age 4

OBJECTIVE / STRAND	1	MOTOR SKILLS AND MOVEMENT
INDICATOR / CLUSTER		FINE MOTOR

EXPECTATION / 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).
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience P08, “Cutting With Scissors”
- Intentional Teaching Experience M58, “Missing Lids”

Objectives for Development and Learning

Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands

Objective 7a.6 Uses refined wrist and finger movements

EXPECTATION / STANDARD	PE 4 yr.1.5.	Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience LL39, “My Daily Journal”
- Intentional Teaching Experience P32, “Math Journal”

Objectives for Development and Learning

Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools

Objective 7b.8 Uses three-point finger grip and efficient hand placement when writing and drawing

EXPECTATION / STANDARD	PE 4 yr.1.6.	Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience P30, “Mixing Paints”
- Intentional Teaching Experience P02, “Over and Under”

Objectives for Development and Learning

Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands

Objective 7a.8 Uses small, precise finger and hand movements

EXPECTATION / 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.
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The Creative Curriculum® for Pre-K

- Intentional Teaching Experience P32, “Math Journal”
- Intentional Teaching Experience LL71, “My Clothes Today”

Objectives for Development and Learning

Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools

Objective 7b.8 Uses three-point finger grip and efficient hand placement when writing and drawing

STANDARD / AREA OF LEARNING

Physical Education Standards—Age 4

OBJECTIVE / STRAND	2	EFFICIENT MOVEMENT AND PERFORMANCE
INDICATOR / CLUSTER	PE 4 yr.2.1.	Begin to maintain personal boundaries while participating in movement activities.

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience P06, “Catching With a Scoop”
- Intentional Teaching Experience P23, “Ways to Travel”

Objectives for Development and Learning

Objective 3 participates cooperatively and constructively in group situations

3a Balances needs and rights of self and others

STANDARD / AREA OF LEARNING

Physical Education Standards—Age 4

OBJECTIVE / STRAND

3

PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS

INDICATOR / CLUSTER

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).

The Creative Curriculum® for Pre-K

- Digital Children’s Book Collection: Exercise: Let’s Move and Play

Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

STANDARD / AREA OF LEARNING

Science Standards—Ages 3 and 4

OBJECTIVE / STRAND

1

WEATHER

INDICATOR / CLUSTER

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.

The Creative Curriculum® for Pre-K

- Mighty Minutes 204, “How’s the Weather?”
- Digital Children’s Book Collection: Skip Through the Seasons

Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth’s environment

INDICATOR / CLUSTER

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.

The Creative Curriculum® for Pre-K

- Digital Children’s Book Collection: Skip Through the Seasons

- Children's Book Collection: I Like the Sun

Objectives for Development and Learning

Objective 22 Compares and Measures

22c Represents and analyzes data

Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

Objective 27 Demonstrates knowledge of Earth's environment

STANDARD / AREA OF LEARNING

Science Standards—Ages 3 and 4

OBJECTIVE / STRAND	2	LIGHT
INDICATOR / CLUSTER	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.
		<p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Light Teaching Guide, Focused Project Learning pg. 42 <p><u>Objectives for Development and Learning</u></p> <p>Objective 24 Uses scientific inquiry skills</p> <p>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</p>
INDICATOR / CLUSTER	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.
		<p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Light Teaching Guide Focused Project Learning, pg. 34 • Light Teaching Guide Choice Time, Discovery, pg. 39 <p><u>Objectives for Development and Learning</u></p> <p>Objective 24 Uses scientific inquiry skills</p> <p>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</p>
INDICATOR / CLUSTER	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.

The Creative Curriculum® for Pre-K

- Mighty Minute 225, “A Seed in Need”
- Seeds Teaching Guide, Focused Project Learning, Large Group, p. 34
- Seeds Teaching Guide, Choice Time, Guided Discovery, p. 43

Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Objective 25 Demonstrates knowledge of the characteristics of living things

STANDARD / AREA OF LEARNING

Science Standards—Ages 3 and 4

OBJECTIVE / STRAND	3	LIVING THINGS
INDICATOR / CLUSTER	3-4 yr.3.1.	<p>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.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Mighty Minute 225, “A Seed in Need” • Seeds Teaching Guide, Focused Project Learning, Large Group, p. 34 <p><u>Objectives for Development and Learning</u></p> <p>Objective 24 Uses scientific inquiry skills</p> <p>Objective 25 Demonstrates knowledge of the characteristics of living things</p>
INDICATOR / CLUSTER	3-4 yr.3.2.	<p>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.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Children’s Book Collection: Who Lives in Trees? • Mighty Minute 257, “From Caterpillar to Butterfly” <p><u>Objectives for Development and Learning</u></p> <p>Objective 24 Uses scientific inquiry skills</p> <p>Objective 25 Demonstrates knowledge of the characteristics of living things</p>
INDICATOR / CLUSTER	3-4 yr.3.3.	<p>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.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Intentional Teaching Experience SE35, “Take Care of Baby”

Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Objective 25 Demonstrates knowledge of the characteristics of living things

Science Standards—Ages 3 and 4

STANDARD / AREA OF LEARNING

OBJECTIVE / STRAND	4	MATTER AND MOTION
INDICATOR / CLUSTER	3-4 yr.4.1.	<p>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.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none">• Intentional Teaching Experience M07, “Ice Cubes”• Intentional Teaching Experience M95, “Color Collections”• Architecture Teaching Guide, Choice Time, Guided Discovery, p. 23 <p><u>Objectives for Development and Learning</u></p> <p>Objective 13 Uses classification skills</p> <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g. color, size, or shape</p> <p>Objective 24 Uses scientific inquiry skills</p>
INDICATOR / CLUSTER	3-4 yr.4.2.	<p>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.</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none">• Intentional Teaching Experience M83, “Pendulum Power”• Intentional Teaching Experience M84, “Ramp Experiments” <p><u>Objectives for Development and Learning</u></p> <p>Objective 24 Uses scientific inquiry skills</p> <p>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</p>

STANDARD / AREA OF LEARNING

Social Studies Standards—Age 4

OBJECTIVE / STRAND	1	CULTURE AND DIVERSITY
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INDICATOR / CLUSTER	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).
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The Creative Curriculum® for Pre-K

- Children’s Book Collection: A World of Families
- Digital Children’s Book Collection: Dumpling Day
- First Six Weeks, Building Your Classroom Community Teaching Guide, Focused Project Learning, Large Group, p. 20

Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

STANDARD / AREA OF LEARNING

Social Studies Standards—Age 4

OBJECTIVE / STRAND	2	TIME, CONTINUITY, AND CHANGE
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INDICATOR / CLUSTER	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).
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The Creative Curriculum® for Pre-K

- Children’s Book Collection: Changes in Our World
- Intentional Teaching Experience SE32, “Planning for Change”
- Getting Ready for Kindergarten Teaching Guide, Focused Project Learning, Large Group, p. 14

Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

STANDARD / AREA OF LEARNING

Social Studies Standards—Age 4

OBJECTIVE / STRAND	3	PEOPLE, PLACES, AND ENVIRONMENTS
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INDICATOR / CLUSTER	SS 4 yr.3.1.	<p>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).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Children’s Book Collection: Neighborhood Song • Grocery Store Teaching Guide, Focused Project Learning, Large Group, p. 58 • Getting Ready for Kindergarten Teaching Guide, Focused Project Learning, Large Group, p. 98 <p><u>Objectives for Development and Learning</u></p> <p>Objective 29 Demonstrates knowledge about self</p> <p>Objective 30 Shows basic understanding of people and how they live</p>
INDICATOR / CLUSTER	SS 4 yr.3.2.	<p>Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Light Teaching Guide, Focused Project Learning, pg. 58 • Getting Ready for Kindergarten Teaching Guide, Choice Time, Dramatic Play p. 47 <p><u>Objectives for Development and Learning</u></p> <p>Objective 1 Regulates own emotions and behaviors</p> <p>1b Follows limits and expectations</p> <p>Objective 1b.10 Understands and explains reasons for rules</p>
INDICATOR / CLUSTER	SS 4 yr.3.3.	<p>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).</p> <p><u>The Creative Curriculum® for Pre-K</u></p> <ul style="list-style-type: none"> • Digital Children’s Books Collection: Sam Helps Recycle • Intentional Teaching Experience SE20, “Cleanup Time” <p><u>Objectives for Development and Learning</u></p> <p>Objective 27 Demonstrates knowledge of Earth’s environment</p>

STANDARD / AREA OF LEARNING

OBJECTIVE / STRAND	4	INDIVIDUAL DEVELOPMENT AND IDENTITY
INDICATOR / CLUSTER	SS 4 yr.4.1.	<p>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</p>

discussions about similarities and differences with others.

The Creative Curriculum® for Pre-K

- Intentional Teaching Experience LL76, “The ‘Me’ Book”
- Intentional Teaching Experience SE24, “I Don’t Like That!”
- Mighty Minutes 251, “Favorite Treats”

Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Social Studies Standards—Age 4

STANDARD / AREA OF LEARNING

OBJECTIVE / STRAND	5	INDIVIDUALS, GROUPS, AND INSTITUTIONS
INDICATOR / CLUSTER	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 Pre-K</u></p> <ul style="list-style-type: none">• Intentional Teaching Experience SE10, “My Turn at the Microphone”• Intentional Teaching Experience SE13, “Conflict Resolution”• Mighty Minutes 125, “Pass It On” <p><u>Objectives for Development and Learning</u></p> <p>Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</p> <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
INDICATOR / CLUSTER	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 Pre-K</u></p> <ul style="list-style-type: none">• Intentional Teaching Experience SE11, “Great Groups”• Intentional Teaching Experience SE25, “What Can We Build Together?”• First Six Weeks, Building Your Classroom Community Teaching Guide, Focused Project Learning, Large Group, p. 80 <p><u>Objectives for Development and Learning</u></p> <p>Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations</p> <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>

STANDARD / AREA OF LEARNING**Social Studies Standards—Age 4**

OBJECTIVE / STRAND	6	POWER, AUTHORITY, AND GOVERNANCE
INDICATOR / CLUSTER	SS 4 yr.6.1.	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).
<u>The Creative Curriculum® for Pre-K</u> <ul style="list-style-type: none">• Intentional Teaching Experience SE08, “Group Problem-Solving”• Intentional Teaching Experience SE09, “Big Rule, Little Rule”• First Six Weeks Teaching Guide, Focused Project Learning, Large Group, p. 68		
<u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning 11c. Solves problems Objective 11c.10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers		

STANDARD / AREA OF LEARNING**Social Studies Standards—Age 4**

OBJECTIVE / STRAND	7	PRODUCTION, DISTRIBUTION, AND CONSUMPTION
INDICATOR / CLUSTER	SS 4 yr.7.1.	Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).
<u>The Creative Curriculum® for Pre-K</u> <ul style="list-style-type: none">• No correlations		
<u>Objectives for Development and Learning</u> Objective 25 Demonstrates knowledge of the characteristics of living things Objective 30 Shows basic understanding of people and how they live		
INDICATOR / CLUSTER	SS 4 yr.7.2.	With prompting and support, explain that people have jobs to meet needs, including for self, classroom, and community.
<u>The Creative Curriculum® for Pre-K</u> <ul style="list-style-type: none">• Intentional Teaching Experience SE12, “Classroom Jobs”• First Six Weeks, Building Your Classroom Community Teaching Guide, Focused Project Learning, Large Group, p. 100• Grocery Store Teaching Guide, Focused Project Learning, Large Group, p. 54		
<u>Objectives for Development and Learning</u>		

Objective 30 Shows basic understanding of people and how they live

Social Studies Standards—Age 4

STANDARD / AREA OF LEARNING

OBJECTIVE / STRAND		8	SCIENCE, TECHNOLOGY, AND SOCIETY
INDICATOR / CLUSTER		SS 4 yr.8.1.	Describe how simple and electronic technology affects the way people live, work, travel, communicate, and play. <u><i>The Creative Curriculum® for Pre-K</i></u> • Cameras Teaching Guide, Investigation 3, pp. 68-81 <u>Objectives for Development and Learning</u> Objective 30 Shows basic understanding of people and how they live
INDICATOR / CLUSTER		SS 4 yr.8.2.	Recognize the importance of balancing media time with other activities. <u><i>The Creative Curriculum® for Pre-K</i></u> • Digital Only Volume 6: Science and Technology: Social Studies & the Arts, Chapter 2, Integrating Science and Technology Throughout the Day, pp. 33-39 <u>Objectives for Development and Learning</u> Objective 30 Shows basic understanding of people and how they live