



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

**Alignment of *The Creative Curriculum*[®] for Preschool
With
*The Head Start Child Development and Learning Framework***

This document aligns the content in *The Head Start Child Development and Learning Framework* with the goals and ideals of *The Creative Curriculum*[®] for Preschool. *The Creative Curriculum*[®] for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

U.S. Department of Health and Human Services. (2010). *The head start child development and learning framework*. Washington, D.C.: Author. Retrieved April 30, 2013 from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework%28rev-Sept2011%29.pdf

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

| <i>The Head Start Child Development and Learning Framework</i> | <i>How The Creative Curriculum® for Preschool meets The Head Start Child Development and Learning Framework</i> |
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| Physical Development and Health | |
| Prekindergarten | |
| The maintenance of healthy and age appropriate physical well-being. | Demonstrates knowledge about self |
| The understanding of healthy and safe habits and practicing healthy habits. | Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being Demonstrates knowledge about self |
| The control of large muscles for movement, navigation, and balance. | Demonstrates traveling skills Moves purposefully from place to place with control Demonstrates balancing skills Sustains balance during simple movement experiences Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements |
| The control of small muscles for such purposes as using utensils, self-care, building, and exploring. | Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements |

| Social and Emotional Development | |
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| <p>The healthy relationships and interactions with adults and peers.</p> | <p>Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults</p> <p>Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately</p> <p>Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children</p> <p>Establishes and sustains positive relationships Makes friends Establishes a special friendship with one other child, but the friendship might only last a short while</p> <p>Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors</p> |
| <p>The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</p> | <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> <p>Demonstrates knowledge about self</p> |

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| <p>The ability to recognize and regulate emotions, attention, impulses, and behavior.</p> | <p>Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification</p> <p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p> |
| <p>A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.</p> | <p>Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups</p> <p>Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems</p> |
| <p>Approaches to Learning</p> | |
| <p>An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.</p> | <p>Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas</p> <p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks</p> |
| <p>The ability to begin and finish activities with persistence and attention.</p> | <p>Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p> <p>Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks</p> |

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| <p>An interest and engagement in group experiences.</p> | <p>Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children</p> <p>Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors</p> |
| <p>Logic and Reasoning</p> | |
| <p>The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p> | <p>Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility</p> <p>Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation</p> |
| <p>The use of symbols or objects to represent something else.</p> | <p>Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is</p> <p>Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else</p> |

| Language Development | |
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| The ability to comprehend or understand language. | <p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> |
| The ability to use language. | <p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p> <p>Uses language to express thoughts and needs</p> <p>Speaks clearly</p> <p>Is understood by most people; may mispronounce new, long, or unusual words</p> <p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar</p> <p>Uses three- to four-word sentences; may omit some words or use some words incorrectly</p> |
| Literacy Knowledge and Skills | |
| The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts. | <p>Demonstrates knowledge of print and its uses</p> <p>Uses and appreciates books</p> <p>Shows interest in books</p> <p>Comprehends and responds to books and other texts</p> <p>Interacts during read-alouds and book conversations</p> <p>Asks and answers questions about the text; refers to pictures</p> |
| An awareness that language can be broken into words, syllables, and smaller pieces of sound. | <p>Demonstrates phonological awareness</p> <p>Notices and discriminates smaller and smaller units of sound</p> <p>Hears and shows awareness of separate syllables in words</p> |
| The names and sounds associated with letters. | <p>Demonstrates knowledge of the alphabet</p> <p>Uses letter–sound knowledge</p> <p>Produces the correct sounds for 10–20 letters</p> |

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| <p>The concepts about print and early decoding (identifying letter-sound relationships).</p> | <p>Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p> |
| <p>The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</p> | <p>Demonstrates emergent writing skills Writes name Letter strings</p> <p>Demonstrates emergent writing skills Writes to convey meaning Letter strings</p> |
| <p>Mathematics Knowledge and Skills</p> | |
| <p>The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).</p> | <p>Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p> <p>Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects</p> |
| <p>The use of numbers to describe relationships and solve problems.</p> | <p>Uses number concepts and operations Quantifies 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</p> |
| <p>The understanding of shapes, their properties, and how objects are related to one another.</p> | <p>Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance</p> <p>Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p> |

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| The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern. | Demonstrates knowledge of patterns Copies simple repeating patterns |
| The understanding of attributes and relative properties of objects as related to size, capacity, and area. | Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers |
| Science Knowledge and Skills | |
| The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions. | Uses scientific inquiry skills |
| The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships. | Demonstrates knowledge of the characteristics of living things Demonstrates knowledge of the physical properties of objects and materials Demonstrates knowledge of Earth's environment |

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| Creative Arts Expression | |
| The use of voice and instruments to create sounds. | Explores musical concepts and expression |
| The use of the body to move to music and express oneself. | Explores dance and movement concepts |
| The use of a range of media and materials to create drawings, pictures, or other objects. | Explores the visual arts |
| The portrayal of events, characters, or stories through acting and using props and language. | Explores drama through actions and language |
| Social Studies Knowledge and Skills | |
| The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity. | Demonstrates knowledge about self |
| | Shows basic understanding of people and how they live |
| The understanding of the relationship between people and the environment in which they live. | Demonstrates simple geographic knowledge |
| The understanding that events happened in the past and how these events relate to one's self, family, and community. | Explores change related to familiar people or places |
| English Language Development | |
| The ability to comprehend or understand the English language. | Demonstrates progress in listening to and understanding English |
| The ability to speak or use English. | Demonstrates progress in speaking English |
| Understanding and responding to books, storytelling, and songs presented in English. | Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures |