



# **PRESCHOOL CREATIVE CURRICULUM**

**Middle Township Public Schools**

**216 S. Main Street**

**Cape May Court House, NJ 08210**

**Date: 7/22/2019**

## *The Creative Curriculum® System for Preschool*

# Scope and Sequence for 3-Year-Olds

This document shows the scope of the concepts and skills in the *The Creative Curriculum® System for Preschool* and the sequence in which they are introduced. When you use the complete *System*, including the *Teaching Guides*, *Intentional Teaching Cards™*, *Mighty Minutes™*, and *Book Discussion Cards™*, you can be sure that these concepts and skills are introduced and reinforced in a logical, thoughtful, sequential, and coherent order. Each child and each classroom is unique. Use this chart as a starting point for most children in your class and then make adjustments according to the individual strengths and needs identified by your assessment findings. If you are creating your own studies rather than using the *Teaching Guides*, this chart will help you plan experiences thoughtfully and intentionally on the basis of each child's current levels of development and learning.

### **Social-Emotional, Physical, Language, Cognitive, Literacy, and Mathematics**

Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
Social-Emotional	Self-regulation	<ul style="list-style-type: none"> <li>• Begins to comfort self by seeking out special object or person</li> <li>• Begins to accept redirection from adults</li> <li>• Begins to demonstrate confidence in meeting own needs</li> </ul>	<ul style="list-style-type: none"> <li>• Comforts self by seeking out special object or person</li> <li>• Accepts redirection from adults</li> <li>• Begins to look at a situation differently or delay gratification</li> <li>• Begins to manage classroom rules, routines, and transitions with occasional reminders</li> <li>• Demonstrates confidence in meeting own needs</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to look at a situation differently or delay gratification</li> <li>• Manages classroom rules, routines, and transitions with occasional reminders</li> <li>• Begins to take responsibility for own well-being</li> </ul>

Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
<b>Social-Emotional</b> , continued	Positive relationships	<ul style="list-style-type: none"> <li>• Manages separations without distress and engages with trusted adults</li> <li>• Begins to demonstrate concern about the feelings of others</li> <li>• Begins to use successful strategies for entering groups</li> <li>• Begins to play with one or two preferred playmates</li> </ul>	<ul style="list-style-type: none"> <li>• Manages separations without distress and engages with trusted adults</li> <li>• Demonstrates concern about the feelings of others</li> <li>• Begins to use successful strategies for entering a group</li> <li>• Plays with one or two preferred playmates</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to engage with trusted adults as resources and to share mutual interests</li> <li>• Begins to identify basic emotional reactions of others and their causes accurately</li> <li>• Uses successful strategies for entering a group</li> <li>• Begins to establish a special friendship with one other child, but the friendship might only last a short while</li> </ul>
	Group participation	<ul style="list-style-type: none"> <li>• Begins to take turns</li> <li>• Seeks adult help to resolve social problems</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to take turns</li> <li>• Begins to suggest solutions to social problems</li> </ul>	<ul style="list-style-type: none"> <li>• Takes turns</li> <li>• Suggests solutions to social problems</li> </ul>
<b>Physical</b>	Traveling skills	<ul style="list-style-type: none"> <li>• Begins to move purposefully from place to place with control</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to move purposefully from place to place with control</li> </ul>	<ul style="list-style-type: none"> <li>• Moves purposefully from place to place with control</li> </ul>
	Balancing skills	<ul style="list-style-type: none"> <li>• Begins to sustain balance during simple movement experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Sustains balance during simple movement experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to sustain balance during complex movement experiences</li> </ul>
	Gross-motor manipulative skills	<ul style="list-style-type: none"> <li>• Begins to manipulate balls or similar objects with flexible body movements</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to manipulate balls or similar objects with flexible body movements</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulates balls or similar objects with flexible body movements</li> </ul>
	Fine-motor skills	<ul style="list-style-type: none"> <li>• Begins to use refined wrist and finger movements</li> <li>• Begins to grip drawing and writing tools with whole hand but may use whole-arm movements to make marks</li> </ul>	<ul style="list-style-type: none"> <li>• Uses refined wrist and finger movements</li> <li>• Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</li> <li>• Begins to hold drawing and writing tools by using a three-point finger grip but may hold the instrument too closely to one end</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use small, precise finger and hand movements</li> <li>• Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too closely to one end</li> </ul>

Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
<b>Language</b>	Listening to and understanding language	<ul style="list-style-type: none"> <li>• Begins to respond appropriately to specific vocabulary and simple statements, questions, and stories</li> <li>• Follows simple requests not accompanied by gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to respond appropriately to specific vocabulary and simple statements, questions, and stories</li> <li>• Follows directions of two or more steps that relate to familiar objects and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to specific vocabulary and simple statements, questions, and stories</li> <li>• Begins to follow detailed, instructional, multistep directions</li> </ul>
	Expressive language	<ul style="list-style-type: none"> <li>• Begins to describe and tell the use of many familiar items</li> <li>• Begins to be understood by most people; may mispronounce new, long, or unusual words</li> <li>• Begins to use three- to four-word sentences; may omit some words or use some words incorrectly</li> <li>• Begins to tell simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to describe and tell the use of many familiar items</li> <li>• Begins to be understood by most people; may mispronounce new, long, or unusual words</li> <li>• Uses three- to four-word sentences; may omit some words or use some words incorrectly</li> <li>• Begins to tell stories about other times and places that have a logical order and that include major details</li> </ul>	<ul style="list-style-type: none"> <li>• Describes and tells the use of many familiar items</li> <li>• Is understood by most people; may mispronounce new, long, or unusual words</li> <li>• Uses complete, four- to six-word sentences</li> <li>• Begins to incorporate new, less-familiar, or technical words in everyday conversations</li> <li>• Tells stories about other times and places that have a logical order and that include major details</li> </ul>
	Conversational and other communication skills	<ul style="list-style-type: none"> <li>• Begins to engage in conversations of at least three exchanges</li> <li>• Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to engage in conversations of at least three exchanges</li> <li>• Begins to use acceptable language and social rules while communicating with others; may need reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in conversations of at least three exchanges</li> <li>• Uses acceptable language and social rules while communicating with others; may need reminders</li> </ul>

Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
<b>Cognitive</b>	Approaches to learning	<ul style="list-style-type: none"> <li>• Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</li> <li>• Practices an activity many times until successful</li> <li>• Observes and imitates how other people solve problems; asks for a solution and uses it</li> <li>• Explores and investigates ways to make something happen</li> <li>• Begins to use creativity and imagination during play and routine tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Sustains interest in working on a task especially when adults offer suggestions, questions and comments</li> <li>• Begins to plan and pursue a variety of appropriately challenging tasks</li> <li>• Begins to solve problems without having to try every possibility</li> <li>• Begins to show eagerness to learn about a variety of topics and ideas</li> <li>• Uses creativity and imagination during play and routine tasks</li> <li>• Begins to change plans if a better idea is thought of or proposed</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to sustain work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</li> <li>• Plans and pursues a variety of appropriately challenging tasks</li> <li>• Solves problems without having to try every possibility</li> <li>• Shows eagerness to learn a variety of topics and ideas</li> <li>• Changes plans if a better idea is thought of or proposed</li> </ul>
	Remembering and connecting experiences	<ul style="list-style-type: none"> <li>• Recalls familiar people, places, objects, and actions from the past (a few months before)</li> <li>• Recalls 1–2 items removed from view</li> <li>• Remembers the sequence of personal routines and experiences with teacher support</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to tell about experiences in order, provides details, and evaluates the experience</li> <li>• Begins to recall 3–4 items removed from view</li> <li>• Begins to draw on everyday experiences and apply this knowledge to a similar situation</li> </ul>	<ul style="list-style-type: none"> <li>• Tells about experiences in order, provides details, and evaluates the experience</li> <li>• Recalls 3–4 items removed from view</li> <li>• Draws on everyday experiences and applies this knowledge to a similar situation</li> </ul>
	Classification	<ul style="list-style-type: none"> <li>• Begins to place objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to place objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</li> </ul>	<ul style="list-style-type: none"> <li>• Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</li> </ul>
	Symbolic thinking and representation	<ul style="list-style-type: none"> <li>• Begins to draw or construct, and then identify what it is</li> <li>• Begins to act out familiar or imaginary scenarios; may use props to stand for something else</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to draw or construct, and then identify what it is</li> <li>• Begins to act out familiar or imaginary scenarios; may use props to stand for something else</li> </ul>	<ul style="list-style-type: none"> <li>• Draws or constructs, and then identifies what it is</li> <li>• Acts out familiar or imaginary scenarios; may use props to stand for something else</li> </ul>

Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
<b>Literacy</b>	Phonological awareness	<ul style="list-style-type: none"> <li>• Begins to fill in the missing rhyming words</li> <li>• Begins to generate rhyming words spontaneously</li> <li>• Sings songs and recites rhymes and refrains with repeating initial sounds</li> <li>• Begins to notice and show awareness of separate words in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Fills in the missing rhyming word</li> <li>• Generates rhyming words spontaneously</li> <li>• Sings songs and recites rhymes with repeating initial sounds</li> <li>• Notices and shows awareness of separate words in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to decide whether two words rhyme</li> <li>• Begins to show awareness that some words begin the same way</li> <li>• Begins to notice and show awareness of separate syllables in words</li> </ul>
	Alphabet knowledge	<ul style="list-style-type: none"> <li>• Recognizes and names a few letters in own name</li> <li>• Begins to identify the sounds of a few letters</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to recognize as many as 10 letters, especially those in own name</li> <li>• Begins to identify the sounds of a few letters</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes as many as 10 letters, especially those in own name</li> <li>• Identifies the sounds of a few letters</li> </ul>
	Print concepts	<ul style="list-style-type: none"> <li>• Begins to orient book correctly</li> <li>• Begins to turn pages from the front of the book to the back</li> <li>• Begins to recognize familiar books by their covers</li> <li>• Shows understanding that text is meaningful and can be read</li> </ul>	<ul style="list-style-type: none"> <li>• Orients book correctly</li> <li>• Turns pages from the front of the book to the back</li> <li>• Recognizes familiar books by their covers</li> <li>• Shows understanding that text is meaningful and can be read</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to know some features of a book (title, author, illustrator)</li> <li>• Begins to connect specific books to authors</li> <li>• Begins to indicate where to start reading and the direction to follow</li> </ul>
	Comprehension	<ul style="list-style-type: none"> <li>• Contributes particular language from the book at the appropriate time</li> <li>• Pretends to read a familiar book, treating each page as a separate unit</li> <li>• Names and describes what is on each page using pictures as cues</li> <li>• Retells some events from a familiar story with close adult prompting</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to ask and answer questions about the text</li> <li>• Begins to refer to pictures</li> <li>• Pretends to read a familiar book, treating each page as a separate unit</li> <li>• Names and describes what is on each page using pictures as cues</li> <li>• Begins to retell familiar stories using pictures or props as prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Asks and answers questions about the text</li> <li>• Refers to pictures</li> <li>• Begins to pretend to read, using some of the language from the text</li> <li>• Begins to describe the action across pages, using pictures to order the events; may need prompts from adult</li> <li>• Retells familiar stories, using pictures or props as prompts</li> </ul>

Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
Literacy, continued	Writing	<ul style="list-style-type: none"> <li>• Attempts to write name, using controlled linear scribbles</li> <li>• Attempts to write to convey meaning using controlled linear scribbles</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to write name using mock letters or letter-like forms</li> <li>• Attempts to write to convey meaning using mock letters or letter-like forms</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to write name, using letter strings</li> <li>• Attempts to write to convey meaning, using letter strings</li> </ul>
Mathematics	Number concepts	<ul style="list-style-type: none"> <li>• Begins to verbally count to 10</li> <li>• Begins to count up to five objects accurately, using one number name for each object</li> <li>• Begins to recognize and name the number of items in a small set (up to five) instantly</li> <li>• Begins to combine and separate up to five objects and describe the parts</li> <li>• Recognizes and names a few numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Verbally counts to 10</li> <li>• Counts up to five objects accurately, using one number name for each object</li> <li>• Begins to recognize and name the number of items in a small set (up to five) instantly</li> <li>• Begins to combine and separate up to five objects and describe the parts</li> <li>• Begins to identify numerals to 5 by name and connect each to counted objects</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to count verbally to 20</li> <li>• Begins to count 10–20 objects accurately</li> <li>• Begins to know that the last number states how many in all</li> <li>• Begins to tell what number (1–10) comes next in order by counting</li> <li>• Recognizes and names the number of items in a small set (up to five) instantly</li> <li>• Combines and separates up to five objects and describes the parts</li> <li>• Identifies numerals to 5 by name and connects each to counted objects</li> </ul>
	Spatial relationships and shapes	<ul style="list-style-type: none"> <li>• Follows simple directions related to proximity (beside, between, next to)</li> <li>• Begins to identify a few basic shapes (circle, square, triangle)</li> </ul>	<ul style="list-style-type: none"> <li>• Follows simple directions related to proximity (beside, between, next to)</li> <li>• Identifies a few basic shapes (circle, square, triangle)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use and respond appropriately to positional words indicating location, direction, and distance</li> <li>• Begins to describe basic two- and three-dimensional shapes by using own words</li> <li>• Begins to recognize basic shapes when they are presented in a new orientation</li> </ul>
	Measurement	<ul style="list-style-type: none"> <li>• Makes simple comparisons between two objects</li> </ul>	<ul style="list-style-type: none"> <li>• Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</li> <li>• Knows the usual sequence of basic daily events</li> <li>• Knows a few ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use multiples of the same unit to measure</li> <li>• Begins to use numbers to compare</li> <li>• Begins to know the purpose of standard measuring tools</li> </ul>
	Patterns	<ul style="list-style-type: none"> <li>• Begins to copy simple repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to copy simple repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Copies simple repeating patterns</li> </ul>

## Science and Technology, Social Studies, and the Arts

The following is the scope of knowledge, skills, concepts, and behaviors in science and technology, social studies, and the arts. These are presented in an integrated way that reflects how content in these areas is introduced in early childhood classrooms.

Area of Development & Learning	Learning Objective	Throughout the Year
Science & Technology	Scientific inquiry skills	<ul style="list-style-type: none"> <li>• Observes and explores things in the environment</li> <li>• Reacts to changes</li> <li>• Manipulates objects to understand their properties</li> <li>• Connects new observations to what he or she already knows</li> <li>• Identifies problems, makes predictions, thinks of ways to solve problems, and tries possible solutions</li> <li>• Organizes information</li> <li>• Makes comparisons and classifies</li> <li>• Communicates with others about discoveries</li> <li>• Represents his or her thinking through drawing, dramatizing, graphing, or making models</li> </ul>
	Living things	<ul style="list-style-type: none"> <li>• Shows a growing ability to classify living and nonliving things</li> <li>• Communicates about the characteristics of living things</li> <li>• Demonstrates understanding that living things grow, change, and reproduce</li> <li>• Shows awareness of life in different environments or habitats</li> <li>• Groups or categorizes living things, e.g., appearance, behavior, plant, or animal</li> <li>• Demonstrates awareness that living things go through a growth cycle</li> </ul>
	Physical properties of objects and materials	<ul style="list-style-type: none"> <li>• Examines, describes, and measures the observable features of objects</li> <li>• Demonstrates understanding that objects are made from one or more materials, e.g., metal, wood, plastic, or paper</li> <li>• Communicates that the physical properties of objects and materials can change, e.g., when solid ice becomes a liquid</li> <li>• Displays awareness of natural forces that affect objects and materials, e.g., wind and gravity</li> <li>• Explores and describes ways that objects can be moved in space, e.g., pushing, pulling, rising, or sinking</li> </ul>



Area of Development & Learning	Learning Objective	Throughout the Year
<b>Science &amp; Technology</b> , continued	Earth's environment	<ul style="list-style-type: none"> <li>• Demonstrates understanding that there are different kinds of weather and that weather changes</li> <li>• Describes and measures weather</li> <li>• Communicates awareness that the environment changes, e.g., season to season, sometimes slowly and sometimes suddenly</li> <li>• Communicates that Earth's surface is made of different materials, e.g., rocks, sand, dirt, and water, and each material has properties that can be described</li> <li>• Shows awareness that different objects can be seen in the sky</li> <li>• Demonstrates understanding that people can affect the environment in positive and negative ways</li> </ul>
	Technology	<ul style="list-style-type: none"> <li>• Shows understanding that different tools and technology are used in different places for different purposes, e.g., finding information, communicating, and designing</li> <li>• Demonstrates the appropriate use of various tools and other technology</li> </ul>
<b>Social Studies</b>	Self	<ul style="list-style-type: none"> <li>• Demonstrates understanding that each person has unique characteristics, ways of communicating, and ways of solving problems</li> <li>• Communicates that each person is part of a family that has unique characteristics</li> <li>• Shows awareness that each person has basic needs that must be met to stay healthy, e.g., food, clothing, shelter</li> </ul>
	People and how they live	<ul style="list-style-type: none"> <li>• Shows awareness that there are similarities and differences among people and families</li> <li>• Demonstrates understanding of the various jobs of people in the community</li> <li>• Shows understanding that people buy, sell, and trade to get goods and services that they do not raise, make, or find themselves</li> <li>• Communicates about the various means of transportation that people use to move goods and go from place to place</li> <li>• Shows increasing awareness that respect for others, cooperation, and fairness help us get along in communities</li> <li>• Demonstrates increasing understanding that there are rules in our homes, schools, and community and that each rule has a purpose</li> <li>• Communicates understanding that people have various rights and responsibilities</li> </ul>
	Change	<ul style="list-style-type: none"> <li>• Demonstrates understanding that people and things change over time</li> <li>• Shows that time can be measured</li> <li>• Communicates about time, e.g., uses words such as <i>yesterday, today, tomorrow, day, week, month, minute, hour</i></li> </ul>

Area of Development & Learning	Learning Objective	Throughout the Year
<b>Social Studies,</b> continued	Geographic knowledge	<ul style="list-style-type: none"> <li>• Demonstrates understanding that we are surrounded by geographical features (e.g., mountain, hill, desert, lake, river, creek, bayou) and that specific information identifies a location (e.g., address)</li> <li>• Communicates that we depend on people who live far away for many necessities and information</li> <li>• Shows increasing understanding that maps are tools with symbols that help us locate objects, find where we are, and where we are going</li> </ul>
<b>The Arts</b>	Visual arts	<ul style="list-style-type: none"> <li>• Shows appreciation for various forms of visual art</li> <li>• Shows appreciation for the artwork of peers</li> <li>• Communicates what he or she sees and how it makes him or her feel</li> <li>• Uses and cares for art materials</li> <li>• Explores different materials, tools, and processes</li> <li>• Shows increasing awareness of color, line, form, texture, space, and design in his or her artwork or the work of others</li> <li>• Communicates about his or her artwork, e.g., what it is made of, what he or she was thinking, and from where the idea comes</li> </ul>
	Music	<ul style="list-style-type: none"> <li>• Shows awareness and appreciation of different kinds of music</li> <li>• Expresses thoughts, feelings, and energy through music</li> <li>• Shows increasing awareness of various components of music: melody (tune), pitch (high and low sounds), rhythm (the beat), tempo (speed), dynamics (changes in volume), and timbre (sound quality distinguishing one instrument or voice from another)</li> </ul>
	Dance	<ul style="list-style-type: none"> <li>• Communicates feelings and ideas through dance and movement</li> <li>• Demonstrates spatial awareness (<i>where</i> the body moves); location (separate or shared space); directions (up or down, forward or backward); levels (low, middle, high); and pathways (straight, curved, zigzag)</li> <li>• Demonstrates effort awareness (<i>how</i> the body moves); speed (fast or slow); force (strong or light); and control (bound or free)</li> <li>• Demonstrates relational awareness (<i>relationships</i> the body creates); with the physical self (body parts); with body shapes and size (big, small, straight); roles with other people (leading or following, mirroring, alternating); and in space (near or far, over/ or under, around or through)</li> </ul>
	Drama	<ul style="list-style-type: none"> <li>• Shows that real-life roles can be enacted</li> <li>• Communicates a message or story through action and dialogue</li> <li>• Represents ideas through drama, e.g., pretends to be the big bad wolf</li> <li>• Shows appreciation of the dramatizations of others</li> </ul>

## Scope and Sequence for 4-Year-Olds

This document shows the scope of the concepts and skills in the *The Creative Curriculum® System for Preschool* and the sequence in which they are introduced. When you use the complete *System*, including the *Teaching Guides*, *Intentional Teaching Cards™*, *Mighty Minutes™*, and *Book Discussion Cards™*, you can be sure that these concepts and skills are introduced and reinforced in a logical, thoughtful, sequential, and coherent order. Each child and each classroom is unique. Use this chart as a starting point for most children in your class and then make adjustments according to the individual strengths and needs identified by your assessment findings. If you are creating your own studies rather than using the *Teaching Guides*, this chart will help you plan experiences thoughtfully and intentionally on the basis of each child’s current levels of development and learning.

### Social-Emotional, Physical, Language, Cognitive, Literacy, and Mathematics

Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
Social-Emotional	Self-regulation	<ul style="list-style-type: none"> <li>• Begins to be able to look at a situation differently or delay gratification</li> <li>• Begins to manage classroom rules, routines, and transitions with occasional reminders</li> <li>• Demonstrates confidence in meeting own needs</li> </ul>	<ul style="list-style-type: none"> <li>• Looks at a situation differently or delay gratification</li> <li>• Begins to control strong emotions in an appropriate manner most of the time</li> <li>• Manages classroom rules, routines, and transitions with occasional reminders</li> <li>• Begins to take responsibility for own well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Controls strong emotions in an appropriate manner most of the time</li> <li>• Begins to apply rules in new but similar situations</li> <li>• Takes responsibility for own well-being</li> </ul>
	Positive relationships	<ul style="list-style-type: none"> <li>• Begins to engage with trusted adults as resources and to share mutual interests</li> <li>• Begins to identify basic emotional reactions of others and their causes accurately</li> <li>• Uses successful strategies for entering groups</li> <li>• Begins to establish a special friendship with one other child, but the friendship might only last a short while</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to engage with trusted adults as resources and to share mutual interests</li> <li>• Begins to identify basic emotional reactions of others and their causes accurately</li> <li>• Begins to initiate, join in, and sustain positive interactions with a group of two to three children</li> <li>• Begins to establish a special friendship with one other child, but the friendship might only last a short while</li> </ul>	<ul style="list-style-type: none"> <li>• Engages with trusted adults as resources and to share mutual interests</li> <li>• Identifies basic emotional reactions of others and their causes accurately</li> <li>• Initiates, joins in, and sustains positive interactions with a group of two to three children</li> <li>• Establishes a special friendship with one other child, but the friendship might only last a short while</li> </ul>

Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
<b>Social-Emotional</b> , continued	Group participation	<ul style="list-style-type: none"> <li>• Takes turns</li> <li>• Begins to suggest solutions to social problems</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to initiate the sharing of materials in the classroom and outdoors</li> <li>• Suggests solutions to social problems</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates the sharing of materials in the classroom and outdoors</li> <li>• Begins to resolve social problems through negotiation and compromise</li> </ul>
<b>Physical</b>	Traveling skills	<ul style="list-style-type: none"> <li>• Moves purposefully from place to place with control</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to coordinate complex movements in play and games</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinates complex movements in play and games</li> </ul>
	Balancing skills	<ul style="list-style-type: none"> <li>• Sustains balance during simple movement experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to sustain balance during complex movement experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Sustains balance during complex movement experiences</li> </ul>
	Gross-motor manipulative skills	<ul style="list-style-type: none"> <li>• Manipulates balls or similar objects with flexible body movements</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to manipulate balls or similar objects with a full range of motion</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulates balls or similar objects with a full range of motion</li> </ul>
	Fine-motor skills	<ul style="list-style-type: none"> <li>• Uses refined wrist and finger movements</li> <li>• Begins to hold drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use small, precise finger and hand movements</li> <li>• Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</li> </ul>	<ul style="list-style-type: none"> <li>• Uses small, precise finger and hand movements</li> <li>• Begins to use three-point finger grip and efficient hand placement when writing and drawing</li> </ul>
<b>Language</b>	Listening to and understanding language	<ul style="list-style-type: none"> <li>• Responds appropriately to specific vocabulary and simple statements, questions, and stories</li> <li>• Begins to follow directions of two or more steps that relate to familiar objects and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to respond appropriately to complex statements, questions, vocabulary, and stories</li> <li>• Follows directions of two or more steps that relate to familiar objects and experiences</li> <li>• Begins to follow detailed, instructional, multistep directions</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to complex statements, questions, vocabulary, and stories</li> <li>• Follows detailed, instructional, multistep directions</li> </ul>

Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
<b>Language, continued</b>	Expressive language	<ul style="list-style-type: none"> <li>• Begins to describe and tell the use of many familiar items</li> <li>• Is understood by most people; may mispronounce new, long, or unusual words</li> <li>• Begins to use complete, four- to six-word sentences</li> <li>• Begins to tell stories about other times and places that have a logical order and that include major details</li> </ul>	<ul style="list-style-type: none"> <li>• Describes and tells the use of many familiar items</li> <li>• Is understood by most people; may mispronounce new, long, or unusual words</li> <li>• Uses complete, four- to six-word sentences</li> <li>• Tells stories about other times and places that have a logical order and that include major details</li> <li>• Begins to tell elaborate stories that refer to other times and places</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to incorporate new, less-familiar, or technical words in everyday conversations</li> <li>• Begins to pronounce multisyllabic or unusual words correctly</li> <li>• Begins to use long, complex sentences and follow most grammatical rules</li> <li>• Tells elaborate stories that refer to other times and places</li> </ul>
	Conversational and other communication skills	<ul style="list-style-type: none"> <li>• Engages in conversations of at least three exchanges</li> <li>• Begins to use acceptable language and social rules while communicating with others; may need reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in conversations of at least three exchanges</li> <li>• Uses acceptable language and social rules while communicating with others; may need reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to engage in complex, lengthy conversations (five or more exchanges)</li> <li>• Begins to use acceptable language and social rules during communication with others</li> </ul>
<b>Cognitive</b>	Approaches to learning	<ul style="list-style-type: none"> <li>• Begins to sustain work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</li> <li>• Begins to plan and pursue a variety of appropriately challenging tasks</li> <li>• Begins to solve problems without having to try every possibility</li> <li>• Begins to show eagerness to learn about a variety of topics and ideas</li> <li>• Uses creativity and imagination during play and routine tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</li> <li>• Begins to plan and pursue a variety of appropriately challenging tasks</li> <li>• Solves problems without having to try every possibility</li> <li>• Shows eagerness to learn about a variety of topics and ideas</li> <li>• Changes plans if a better idea is thought of or proposed</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to sustain attention to tasks or projects over time (days to weeks); can return to activities after interruptions</li> <li>• Plans and pursues a variety of appropriately challenging tasks</li> <li>• Begins to think problems through, considering several possibilities and analyzing results</li> <li>• Begins to use a variety of resources to find answers to questions</li> <li>• Begins to think through possible long-term solutions and take on more abstract challenges</li> </ul>

Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
<b>Cognitive, continued</b>	Remembering and connecting experiences	<ul style="list-style-type: none"> <li>• Begins to tell about experiences in order, provide details, and evaluate the experience</li> <li>• Begins to recall 3–4 items removed from view</li> <li>• Begins to draw on everyday experiences and apply this knowledge to a similar situation</li> </ul>	<ul style="list-style-type: none"> <li>• Tells about experiences in order, provides details, and evaluates the experience</li> <li>• Recalls 3–4 items removed from view</li> <li>• Draws on everyday experiences and applies this knowledge to a similar situation</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use a few deliberate strategies to remember information</li> <li>• Begins to generate a rule, strategy, or idea from one learning experience and apply it in a new context</li> </ul>
	Classification	<ul style="list-style-type: none"> <li>• Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to group objects by more than one characteristic, then regroup them using a different characteristic and indicate the reason</li> </ul>	<ul style="list-style-type: none"> <li>• Groups objects by more than one characteristic, then regroups them using a different characteristic and indicates the reason</li> </ul>
	Symbolic thinking and representation	<ul style="list-style-type: none"> <li>• Draws or constructs, and then identifies what it is</li> <li>• Acts out familiar or imaginary scenarios; may use props to stand for something else</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to plan and then use drawings, constructions, movements, and dramatizations to represent ideas</li> <li>• Begins to interact with two or more children during pretend play, assigning and/or assuming roles and discussing actions</li> <li>• Begins to sustain play scenario for up to 10 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and then uses drawings constructions, movements, and dramatizations to represent ideas</li> <li>• Interacts with two or more children during pretend play, assigning roles and discussing actions</li> <li>• Sustains play scenario for up to 10 minutes</li> </ul>
<b>Literacy</b>	Phonological awareness	<ul style="list-style-type: none"> <li>• Fills in the missing rhyming word</li> <li>• Generates rhyming words spontaneously</li> <li>• Begins to show awareness that words begin the same way</li> <li>• Notices and shows awareness of separate words in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to decide whether two words rhyme</li> <li>• Shows awareness that words begin the same way</li> <li>• Begins to match beginning sounds of some words</li> <li>• Begins to notice and show awareness of separate syllables in words</li> </ul>	<ul style="list-style-type: none"> <li>• Decides whether two words rhyme</li> <li>• Matches beginning sounds of some words</li> <li>• Notices and shows awareness of separate words in syllables</li> <li>• Notices and shows awareness of separate syllables in words</li> <li>• Begins to verbally separate and blend onset and rime</li> </ul>

Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
Literacy, continued	Alphabet knowledge	<ul style="list-style-type: none"> <li>• Recognizes and names a few letters in own name</li> <li>• Identifies the sounds of a few letters</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes as many as 10 letters, especially those in own name</li> <li>• Produces the correct sounds for 10–20 letters</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to identify and name 11–20 upper- and 11–20 lowercase letters when presented in random order</li> <li>• Shows understanding that a sequence of letters represents a sequence of spoken sounds</li> </ul>
	Print Concepts	<ul style="list-style-type: none"> <li>• Orients book correctly</li> <li>• Turns pages from the front of the book to the back</li> <li>• Recognizes familiar books by their covers</li> <li>• Begins to indicate where to start reading and the direction to follow</li> </ul>	<ul style="list-style-type: none"> <li>• Knows some features of a book (title, author, illustrator)</li> <li>• Connects specific books to authors</li> <li>• Indicates where to start reading and the direction to follow</li> <li>• Begins to show awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use various types of books for their intended purposes</li> <li>• Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</li> </ul>
	Comprehension	<ul style="list-style-type: none"> <li>• Begins to ask and answer questions about the text</li> <li>• Begins to refer to pictures</li> <li>• Begins to pretend to read, using some of the language from the text</li> <li>• Begins to describe the action across pages, using pictures to order the events; may need prompts from adult</li> <li>• Retells some events from a familiar story with close adult prompting</li> </ul>	<ul style="list-style-type: none"> <li>• Asks and answers questions about the text</li> <li>• Refers to pictures</li> <li>• Begins to identify story-related problems, events, and resolutions during conversations with an adult</li> <li>• Pretends to read, using some of the language from the text</li> <li>• Describes the action across pages, using pictures to order the events; may need prompts from adult</li> <li>• Begins to pretend to read, reciting language that closely matches the text on the page using reading-like intonation</li> <li>• Retells familiar stories, using pictures or props as prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies story-related problems, events, and resolutions during conversations with an adult</li> <li>• Pretends to read, reciting language that closely matches the text on each page using reading-like intonation</li> <li>• Retells the plot in sequence without prompting</li> <li>• Retells a familiar story in proper sequence, including major events and characters</li> </ul>

Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
<b>Literacy,</b> continued	Writing	<ul style="list-style-type: none"> <li>• Attempts to write name; may use mock letters, letter-like forms, or letter strings</li> <li>• Begins to write to convey meaning; may use mock letters or letter-like forms</li> </ul>	<ul style="list-style-type: none"> <li>• Writes name (partially accurate)</li> <li>• Writes to convey meaning, using letter strings</li> </ul>	<ul style="list-style-type: none"> <li>• Writes name accurately (may use a combination of upper- and lowercase letters)</li> <li>• Writes to convey meaning using early invented spelling</li> </ul>
<b>Mathematics</b>	Number concepts	<ul style="list-style-type: none"> <li>• Begins to count verbally to 20</li> <li>• Begins to count 10–20 objects accurately</li> <li>• Begins to know the last number states how many in all</li> <li>• Begins to tell what number (1–10) comes next in order by counting</li> <li>• Recognizes and names the number of items in a small set (up to five) instantly</li> <li>• Combines and separates up to five objects and describes the parts</li> <li>• Identifies numerals to 5 by name and connects each to counted objects</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to verbally count to 20</li> <li>• Begins to count 10–20 objects accurately</li> <li>• Begins to know the last number states how many in all</li> <li>• Begins to tell what number (1–10) comes next in order by counting</li> <li>• Begins to make sets of 6–10 objects and then describe the parts</li> <li>• Begins to identify which part has more, less (fewer), or the same (equal)</li> <li>• Begins to count all or count on to find out how many</li> <li>• Begins to identify numerals to 10 by name and connect each to counted objects</li> </ul>	<ul style="list-style-type: none"> <li>• Verbally counts to 20</li> <li>• Counts 10–20 objects accurately</li> <li>• Knows that the last number states how many in all</li> <li>• Tells what number (1–10) comes next in order by counting</li> <li>• Makes sets of 6–10 objects and then describes the parts</li> <li>• Identifies which part has more, less, or the same (equal)</li> <li>• Counts all or counts on to find out how many</li> <li>• Identifies numerals to 10 by name and connects each to counted objects</li> </ul>
	Spatial relationships and shapes	<ul style="list-style-type: none"> <li>• Begins to use and respond appropriately to positional words indicating location, direction, and distance</li> <li>• Begins to describe basic two- and three-dimensional shapes by using own words</li> </ul>	<ul style="list-style-type: none"> <li>• Uses and responds appropriately to positional words indicating location, directions, and distance</li> <li>• Begins to describe basic two- and three-dimensional shapes by using own words</li> <li>• Begins to recognize basic shapes when they are presented in a new orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use and make simple sketches, models, or pictorial maps to locate objects</li> <li>• Describes basic two- and three-dimensional shapes by using own words</li> <li>• Recognizes basic shapes when they are presented in a new orientation</li> </ul>



Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
Mathematics, continued	Measurement	<ul style="list-style-type: none"> <li>Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</li> <li>Knows usual sequence of basic daily events</li> <li>Knows a few ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiples of the same unit to measure</li> <li>Uses numbers to compare</li> <li>Knows the purpose of standard measuring tools</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use measurement words and some standard measuring tools accurately</li> <li>Begins to use ordinal numbers from <i>first</i> to <i>tenth</i></li> </ul>
	Patterning	<ul style="list-style-type: none"> <li>Copies simple repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>Extends and creates simple repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>Begins to recognize, create, and explain more complex repeating and simple growing patterns</li> </ul>

## Science and Technology, Social Studies, and the Arts

The following is the scope of knowledge, skills, concepts, and behaviors in science and technology, social studies, and the arts. These are presented in an integrated way that reflects how content in these areas is introduced in early childhood classrooms.

Area of Development & Learning	Learning Objective	Throughout the Year
Science & Technology	Scientific inquiry skills	<ul style="list-style-type: none"> <li>Observes and explores things in the environment</li> <li>Reacts to changes</li> <li>Manipulates objects to understand their properties</li> <li>Connects new observations to what he or she already knows</li> <li>Identifies problems, makes predictions, thinks of ways to solve problems, and tries possible solutions</li> <li>Organizes information</li> <li>Makes comparisons and classifies</li> <li>Communicates with others about discoveries</li> <li>Represents his or her thinking through drawing, dramatizing, graphing, or making models</li> </ul>

Area of Development & Learning	Learning Objective	Throughout the Year
<b>Science &amp; Technology,</b> continued	Living things	<ul style="list-style-type: none"> <li>• Shows a growing ability to classify living and nonliving things</li> <li>• Communicates about the characteristics of living things</li> <li>• Demonstrates understanding that living things grow, change, and reproduce</li> <li>• Shows awareness of life in different environments or habitats</li> <li>• Groups or categorizes living things, e.g., appearance, behavior, plant, or animal</li> <li>• Demonstrates awareness that living things go through a growth cycle</li> </ul>
	Physical properties of objects and materials	<ul style="list-style-type: none"> <li>• Examines, describes, and measures the observable features of objects</li> <li>• Demonstrates understanding that objects are made from one or more materials, e.g., metal, wood, plastic, or paper</li> <li>• Communicates that the physical properties of objects and materials can change, e.g., when solid ice becomes a liquid</li> <li>• Displays awareness of natural forces that affect objects and materials, e.g., wind and gravity</li> <li>• Explores and describes ways that objects can be moved in space, e.g., pushing, pulling, rising, or sinking</li> </ul>
	Earth’s environment	<ul style="list-style-type: none"> <li>• Demonstrates understanding that there are different kinds of weather and that weather changes</li> <li>• Describes and measures weather</li> <li>• Communicates awareness that the environment changes, e.g., season to season, sometimes slowly and sometimes suddenly</li> <li>• Communicates that Earth’s surface is made of different materials e.g., rocks, sand, dirt, and water, and each material has properties that can be described</li> <li>• Shows awareness that different objects can be seen in the sky</li> <li>• Demonstrates understanding that people can affect the environment in positive and negative ways</li> </ul>
	Technology	<ul style="list-style-type: none"> <li>• Shows understanding that different tools and technology are used in different places for different purposes, e.g., finding information, communicating, and designing</li> <li>• Demonstrates the appropriate use of various tools and other technology</li> </ul>
<b>Social Studies</b>	Self	<ul style="list-style-type: none"> <li>• Demonstrates understanding that each person has unique characteristics ways of communicating, and ways of solving problems</li> <li>• Communicates that each person is part of a family that has unique characteristics</li> <li>• Shows awareness that each person has basic needs that must be met to stay healthy, e.g., food, clothing, shelter</li> </ul>

Area of Development & Learning	Learning Objective	Throughout the Year
<b>Social Studies,</b> continued	People and how they live	<ul style="list-style-type: none"> <li>• Shows awareness that there are similarities and differences among people and families</li> <li>• Demonstrates understanding of the various jobs of people in the community</li> <li>• Shows understanding that people buy, sell, and trade to get goods and services that they do not raise, make, or find themselves</li> <li>• Communicates about the various means of transportation that people use to move goods and go from place to place</li> <li>• Shows increasing awareness that respect for others, cooperation, and fairness help us get along in communities</li> <li>• Demonstrates increasing understanding that there are rules in our homes, schools, and community and that each rule has a purpose</li> <li>• Communicates understanding that people have various rights and responsibilities</li> </ul>
	Change	<ul style="list-style-type: none"> <li>• Demonstrates understanding that people and things change over time</li> <li>• Shows that time can be measured</li> <li>• Communicates about time, e.g., uses words such as yesterday, today, tomorrow, day, week, month, minute, hour</li> </ul>
	Geographic knowledge	<ul style="list-style-type: none"> <li>• Demonstrates understanding that we are surrounded by geographical features (e.g., mountain, hill, desert, lake, river, creek, bayou) and that specific information identifies a location (e.g., address)</li> <li>• Communicates that we depend on people who live far away for many necessities and information</li> <li>• Shows increasing understanding that maps are tools with symbols that help us locate objects, find where we are, and where we are going</li> </ul>
<b>The Arts</b>	Visual arts	<ul style="list-style-type: none"> <li>• Shows appreciation for various forms of visual art</li> <li>• Shows appreciation for the artwork of peers</li> <li>• Communicates what he or she sees and how it makes him or her feel</li> <li>• Uses and cares for art materials</li> <li>• Explores different materials, tools, and processes</li> <li>• Shows increasing awareness of color, line, form, texture, space, and design in his or her artwork or the work of others</li> <li>• Communicates about his or her artwork, e.g., what it is made of, what he or she was thinking, and from where the idea comes</li> </ul>
	Music	<ul style="list-style-type: none"> <li>• Shows awareness and appreciation of different kinds of music</li> <li>• Expresses thoughts, feelings, and energy through music</li> <li>• Shows increasing awareness of various components of music: melody (tune), pitch (high and low sounds), rhythm (the beat), tempo (speed), dynamics (changes in volume), and timbre (sound quality distinguishing one instrument or voice from another)</li> </ul>

Area of Development & Learning	Learning Objective	Throughout the Year
The Arts, continued	Dance	<ul style="list-style-type: none"> <li>• Communicates feelings and ideas through dance and movement</li> <li>• Demonstrates spatial awareness (where the body moves); location (separate or shared space); directions (up or down, forward or backward); levels (low, middle, high); and pathways (straight, curved, zigzag)</li> <li>• Demonstrates effort awareness (how the body moves); speed (fast or slow); force (strong or light); and control (bound or free)</li> <li>• Demonstrates relational awareness (relationships the body creates); with the physical self (body parts); with body shapes and size (big, small, straight); roles with other people (leading or following, mirroring, alternating); and in space (near or far, over/ or under, around or through)</li> </ul>
	Drama	<ul style="list-style-type: none"> <li>• Shows that real-life roles can be enacted</li> <li>• Communicates a message or story through action and dialogue</li> <li>• Represents ideas through drama, e.g., pretends to be the big bad wolf</li> <li>• Shows appreciation of the dramatizations of others</li> </ul>