

**Correlation of the New Jersey Preschool Teaching & Learning Expectations: Standards of Quality
PTM# 1503.18, July, 2004
With *The Creative Curriculum*[®] and the
Goals and Objectives of *The Creative Curriculum*[®] Developmental Continuum for Ages 3–5**

The Creative Curriculum is a comprehensive curriculum that guides teachers in designing a preschool program in which children learn important skills and content, and develop social competence. The Curriculum shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows how teachers guide learning in literacy, math, science, social studies, the arts, and technology while also supporting children’s social/emotional development. Curriculum and assessment are linked by use of *The Creative Curriculum* Developmental Continuum Assessment System.

The *Developmental Continuum* contains 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective is broken into three developmental steps showing the expected sequence of development for each objective. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus, we have also created a Forerunner step (not shown in this correlation) for each objective. The developmental steps help teachers to determine each child’s current development in relation to each objective, and to decide what specific support and kinds of experiences will enable each child to develop and learn.

Note: Teaching Strategies was unable to directly match any of its objectives or content to one highly specific Learning Outcome: 3.6 Knows how to dial 911 for help. (This is found under Health, Safety and Physical Education, Expectation 3: Children develop an awareness of potential hazards to their health.) However, this Learning Outcome could easily be included in a classroom implementing *The Creative Curriculum*.

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References

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New Jersey Preschool Expectations and Learning Outcomes	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
SOCIAL AND EMOTIONAL DEVELOPMENT		
EXPECTATION I: Children demonstrate self-confidence.		
<p>1.1 Makes independent decisions about materials to use in order to express individuality.</p> <p>1.2 Makes independent choices and plans from a broad range of diverse interest centers.</p>	<p>Foundation chapter: “Sara Smilansky’s Four Types of Play,” pp. 11–13 Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 6: “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Library,” pp. 351–379 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Chapter 16: “Outdoors,” pp. 493–522</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <ul style="list-style-type: none"> I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
<p>1.3 Participates independently in using household and classroom materials.</p>	<p>Chapter 2: “Choice Time,” pp. 87–88</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>7. Respects and cares for classroom environment and materials</p> <ul style="list-style-type: none"> I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment
<p>1.4 Expresses ideas for activities and initiates discussions.</p> <p>1.5 Participates in discussions with teachers and friends.</p>	<p>Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <ul style="list-style-type: none"> I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings <p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>43. Actively participates in conversations</p> <ul style="list-style-type: none"> I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges

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1.6 Acknowledges actions and accomplishments verbally and nonverbally.	Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
EXPECTATION 2: Children demonstrate self-direction.		
2.1 Explores and experiments with a wide variety of developmentally appropriate, curriculum referenced materials and activities.	Chapter 2: “Choice Time,” pp. 87–88 Chapter 2: “You Can Do Many Things on Your Own Here,” p. 78 Chapter 2: “This Is a Safe Place to Explore and Try Out Your Ideas,” p. 78 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 6: “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Library,” pp. 351–379 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Chapter 16: “Outdoors,” pp. 493–522	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance COGNITIVE DEVELOPMENT—Learning and Problem Solving 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn’t work III. Finds alternative solutions to problems
2.2 Demonstrates self-help skills (e.g., puts blocks away, pours juice, uses soap when washing hands).	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Transition Times,” pp. 88–89; “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living

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2.3 Moves through the classroom routines and activities with minimal teacher direction.	Chapter 2: “A System for Classroom Jobs,” pp. 73–74 Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “The Daily Schedule,” pp. 92–97	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures
EXPECTATION 3: Children identify and express feelings.		
3.1 Labels and describes a wide range of feelings, including sadness, anger, fear and happiness.	Chapter 2: “Creating a Classroom Community,” pp. 102–122 Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105 Chapter 2: “Helping Children to Make Friends,” pp. 105–106 Chapter 2: “Handling Problems Between Children,” pp. 110–114 Chapter 2: “Common Challenging Behaviors,” pp. 116–119 Chapter 2: “Coaching Children on How to Be Assertive,” p. 120 Chapter 2: “Helping Children to Regain Control,” pp. 121–122	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings
3.2 Empathizes with feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad). 3.3 Channels negative feelings such as anger and impulse through specific techniques (e.g., taking three deep breaths, using words, pulling self out of play to go to “safe spot” to relax, expressive activities).	Chapter 2: “Handling Problems Between Children,” pp. 110–114 Chapter 2: “Responding to Challenging Behavior,” pp. 116–122; especially “Helping Children to Regain Control,” pp. 121–122	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children’s feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want

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EXPECTATION 4: Children exhibit positive interactions with other children and adults		
4.1 Participates appropriately in classroom activities.	Chapter 2: "Large-Group Time," pp. 84–85 Chapter 2: "Small-Group Time," p. 86 Chapter 2: "Choice Time," pp. 87–88 Chapter 2: "The Daily Schedule," pp. 92–97 Chapter 4: "Large-Group Instruction," pp. 183–185 Chapter 4: "Small-Group Instruction," pp. 185–187	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
4.2 Demonstrates socially appropriate affection for teachers and friends (e.g., hugs, gets a tissue, sits next to, holds hands).	Chapter 2: "Promoting Positive Relationships in the Classroom," pp. 102–108	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers)
4.3 Says "thank you," "please" and "excuse me."	Chapter 2: "Mealtimes," pp. 89–91	There are no objectives in <i>The Creative Curriculum</i> [®] <i>Developmental Continuum</i> that correlate directly with this item.
4.4 Respects rights of others (e.g., "This painting belongs to Carlos.")	Chapter 2: "Helping Children to Make Friends," pp. 105–106 Chapter 2: "Classroom Strategies That Support Friendships," pp. 107–108	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child's request III. Shares and defends the rights of others to a turn
4.5 Expresses needs verbally to teacher and peers without being aggressive (e.g., "I don't like it when you call me dummy. Stop!").	Chapter 2: "Coaching Children on How to Be Assertive," p. 120	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights

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<p>4.6 Demonstrates verbal problem-solving skills without being aggressive (e.g., talks about problem, talks about feelings relating to problem and negotiates solutions).</p> <p>4.7 Uses self-talk (thinking aloud) as a positive behavior strategy (e.g., after Paula's friend asked her to play, Paula said, "I don't feel like playing right now, so I am going to sit on the beanbag chair in the quiet area until I feel better.").</p>	<p>Chapter 2: "Teaching Social Problem-Solving Skills," pp. 110–115, especially "Handling Problems Between Children," pp. 110–114</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>13. Uses thinking skills to resolve conflicts</p> <ul style="list-style-type: none"> I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise
<p>EXPECTATION 5: Children exhibit pro-social behaviors.</p>		
<p>5.1 Plays independently, in pairs and small groups.</p>	<p>Chapter 2: "Choice Time," pp. 87–88</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <ul style="list-style-type: none"> I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance <p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <ul style="list-style-type: none"> I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child
<p>5.2 Knows how to pretend play.</p>	<p>Chapter 3: "Drama," pp. 153–154, 155 Chapter 7: "Dramatic Play," pp. 271–293</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play

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5.3 Knows how to enter into play when a group of children are already involved in play.	Chapter 2: “Classroom Strategies That Support Friendships,” pp. 107–108	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child
5.3 Takes turns. 5.4 Understands the concept of sharing, and at times, is able to share.	Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108 Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 2: “Solving Problems That Involve the Whole Class,” pp. 114–115	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child’s request III. Shares and defends the rights of others to a turn
EXPECTATION 6: Children exhibit attending and focusing skills.		
6.1 Is relaxed and attentive with sufficient energy to meet challenges of the preschool day (i.e., quiet and rest times are alternated with more active classroom and outdoor activities).	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures
6.2 Attends to task for an average of 15 minutes.	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, and Technology”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
6.3 Moves onto next activity without exhibiting signs of stress (i.e., transitions are anticipated by the children and cued by the teacher).	Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81 Chapter 2: “Transition Times,” pp. 88–89	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures

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6.4 Demonstrates conversation skills (e.g., listening and waiting for turn to talk).	Chapter 4: “Talking With Children About Their Work,” p. 177 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
EXPECTATION 7: Children participate in group routines.		
7.1 Separates easily from parent.	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 5: “Using Initial Contacts to Learn About Families,” pp. 214–217 Chapter 5: “Home Visits,” pp. 215–217 Chapter 5: “Making Families Feel Welcome,” pp. 218–222	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school
7.2 Engages in purposeful activity for most of the time while moving independently from one activity to another.	Chapter 2: “Choice Time,” pp. 87–88 Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81, especially “Disruptive Behavior: Environmental Causes and Strategies,” p. 81	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
7.3 Uses toys and materials with care and cleans up or puts them away when finished.	Chapter 2: “Displaying and Labeling Materials,” pp. 65–67 Chapter 2: “Cleanup at Mealtimes,” pp. 90–91 Chapter 6: “Cleanup in the Block Area—A Special Challenge,” p. 252 Chapter 12: “Cleanup in the Sand and Water Area,” p. 420	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment

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7.4 Moves through daily schedule and routines with ease.	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 8. Follows classroom routines <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures

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CREATIVE ARTS		
EXPECTATION 1: Children express themselves and develop an appreciation for music.		
<p>1.1 Sings alone or with others.</p> <p>1.2 Uses a variety of musical instruments (e.g., traditional instruments, homemade instruments, his/her body) to create music alone and/or with others.</p> <p>1.3 Discusses his/her reactions/feelings to diverse musical genres and/or styles (e.g., in reaction to listening to a classic lullaby a child might say, "This music makes me feel quiet inside.").</p>	<p>Chapter 3: "Music," p. 153, 155 Chapter 13: "Music and Movement," pp. 423–441, especially "How Music and Movement Promote Development: Language Development," p. 424; "Connecting Music and Movement With Curriculum Objectives: Language Development," p. 425; "What Children Learn from Music and Movement: Literacy; The Arts," pp. 428, 429</p>	<p>There are no objectives in <i>The Creative Curriculum® Developmental Continuum</i> that correlate directly with this item.</p>
EXPECTATION 2: Children develop an appreciation for dance and movement.		
<p>2.1 Explores different ways of moving his/her body with and without music.</p> <p>2.2 Attempts to move to the beat of music.</p> <p>2.3 Responds to changes in tempo (e.g., moving slowly or quickly, on tiptoes to soft music, gliding to a waltz).</p>	<p>Chapter 3: "Music," p. 153, 155 Chapter 13: "Music and Movement," pp. 423–441</p>	<p>There are no objectives in <i>The Creative Curriculum® Developmental Continuum</i> that correlate directly with this item.</p>

<p>EXPECTATION 3: Children develop an appreciation for dramatic play and storytelling.</p>		<p>There are no objectives in <i>The Creative Curriculum® Developmental Continuum</i> that correlate directly with this item.</p>
<p>3.1 Plays a role observed in his/her life experiences (e.g., mom, baby, fire fighter, police officer, doctor, car mechanic).</p> <p>3.2 Makes up new roles and acts them out, especially from familiar stories.</p> <p>3.3 Participates with others in dramatic play, negotiating roles and setting up events.</p> <p>3.4 Differentiates between pretend and real.</p>	<p>Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play <p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>36. Makes believe with objects</p> <ul style="list-style-type: none"> I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play
<p>EXPECTATION 4: Children develop awareness and appreciation for visual arts (e.g., painting, sculpting, and drawing).</p>		
<p>4.1 Plans and works independently to create own art representations.</p> <p>4.2 Recognizes and describes various art forms (e.g., photographs, sculpture, paintings).</p> <p>4.3 Explores and describes art choices (e.g., “I used red for my screaming mouth,” or “I made lots of little circles because it is snowing so hard.”).</p>	<p>Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349, especially “Nurturing Children’s Appreciation of Art,” p. 345; “The Teacher’s Role,” pages 336–348; “Talking With Children About Their Art,” pp. 342–344.</p>	<p>COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations

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HEALTH, SAFETY AND PHYSICAL EDUCATION		
EXPECTATION 1: Children develop the knowledge and skills necessary to make nutritious food choices.		
<p>1.1 Identifies and differentiates among foods and food groups (e.g., fruits, vegetables, meats).</p> <p>1.2 Describes taste, colors, textures, smells, and shapes of food.</p> <p>1.3 Compares and contrasts foods that are representative of various cultures (e.g., matzo and naan, plantains and bananas).</p> <p>1.4 Demonstrates and illustrates understanding of nutritious food choices (e.g., through dramatic play, art and creating stories).</p>	<p>Chapter 2: “Mealtimes,” pp. 89–91 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 14: “Cooking,” pp. 443–469</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <p>I. Examines with attention to detail, noticing attributes of objects</p> <p>II. Notices and/or asks questions about similarities and differences</p> <p>III. Observes attentively and seeks relevant information</p>

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EXPECTATION 2: Children develop self-help skills and personal hygiene skills.		
<p>2.1 Washes hands at appropriate times.</p> <p>2.2 Demonstrates strategies that limit the spread of germs (e.g., covering mouth, using clean tissues, or throwing away food that drops on the floor).</p> <p>2.3 Discusses, describes and demonstrates personal and oral hygiene skills (e.g., through dramatic play, conversations, story-telling).</p> <p>2.4 Demonstrates brushing teeth, dressing and grooming techniques (e.g., dramatic play and putting on shoes).</p> <p>2.5 Pours from small pitchers and serves themselves and others.</p> <p>2.6 Uses utensils at meals to serve self and others.</p> <p>2.7 Demonstrates appropriate behavior during meals (e.g., food handling, turn taking).</p>	<p>Chapter 2: “Transition Times,” pp. 88–89 Chapter 2: “Mealtimes,” pp. 89–91 Chapter 2: “Rest Time,” pp. 91–92 Chapter 3: “Life Science,” pp. 143–145 Chapter 14: “Cooking,” pp. 443–469</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living <p>7. Respects and cares for classroom environment and materials</p> <ul style="list-style-type: none"> I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures <p>9. Follows classroom rules</p> <ul style="list-style-type: none"> I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules

New Jersey Preschool Expectations and Learning Outcomes	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
EXPECTATION 3: Children develop an awareness of potential hazards to their health.		
3.1 Recognizes, identifies and alerts adults to potentially harmful conditions/situations.	Chapter 2: “Building a Relationship With Each Child,” pp. 103–105 Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293	SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers)
3.2 Identifies and recognizes warning symbols and communicates their meaning (e.g., red light, stop sign, poison symbol, etc.).		LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print
3.3 Behaves appropriately during emergency evacuation drills.		SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
3.4 Identifies community helpers who assist in maintaining a safe environment.		SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self 2. Demonstrates appropriate trust in adults I. Shows confidence in parents’ and teachers’ abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers)
3.6 Knows how to dial 911 for help.	Not applicable.	There are no objectives in <i>The Creative Curriculum® Developmental Continuum</i> that correlate directly with this item..

New Jersey Preschool Expectations and Learning Outcomes	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
EXPECTATION 4: Children develop competence and confidence in activities that require gross motor skills.		
<p>4.1 Demonstrates large movements (e.g., hopping, galloping, jumping, running and marching).</p> <p>4.2 Uses objects and props to demonstrate coordination and expands spatial and cognitive learning (e.g., balls, hula-hoops, Frisbees, balance beams).</p> <p>4.3 Independently selects gross motor activities in which to participate.</p> <p>4.4 Demonstrates safe behaviors while using playground equipment and participating in activities.</p>	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 6: “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16–Outdoors Chapter 16: “Outdoors,” pp. 493–522 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”</p>	<p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination <p>PHYSICAL DEVELOPMENT—Gross Motor</p> <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam <p>16. Climbs up and down</p> <ul style="list-style-type: none"> I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <ul style="list-style-type: none"> I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control <p>18. Demonstrates throwing, kicking, and catching skills</p> <ul style="list-style-type: none"> I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy

New Jersey Preschool Expectations and Learning Outcomes	<i>The Creative Curriculum</i> [®] for Preschool	<i>Creative Curriculum</i> [®] Goals, Objectives, and Developmental Steps
EXPECTATION 5: Children develop competence and confidence in activities requiring fine motor skills.		
<p>5.1 Demonstrates an increase in fine motor skills (e.g., hand movements that require control, dexterity and eye-hand coordination).</p> <p>5.2 Independently selects and engages in fine-motor activities of his/her choice.</p>	<p>Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 6: “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Library,” pp. 351–379 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development;” “Connecting ___ With Curriculum Objectives: Physical Development”</p>	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination</p> <p>20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail</p> <p>21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name</p>

New Jersey Preschool Expectations and Learning Outcomes	<i>The Creative Curriculum® for Preschool</i>	<i>Creative Curriculum®</i> Goals, Objectives, and Developmental Steps
LANGUAGE ARTS/LITERACY		
EXPECTATION 1: Children listen with understanding to environmental sounds, directions and conversations.		
1.1 Follows oral directions that involve several actions.	Chapter 2: “A System for Classroom Jobs,” pp. 73–74 Chapter 4: “Teacher-Directed Learning,” pp. 174–175	LANGUAGE DEVELOPMENT—Listening and Speaking 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps
1.2 Identifies sounds in the environment and distinguishes among them (e.g., a phone ringing, a truck passing by or blowing its horn, animal sounds, musical instruments, voices of peers in room, etc.).	Chapter 11: “Discovery,” pp. 381–401 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16—Outdoors Chapter 16: “Outdoors,” pp. 493–522	LANGUAGE DEVELOPMENT—Listening and Speaking 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words
1.3 Listens for various purposes (e.g., demonstrate that a response is expected when a question is asked; enter into dialogue after listening to others; repeat parts of stories, poems, or songs).	Chapter 10 :“Materials for Listening,” pp. 359 Chapter 10: “Listening for Understanding,” p. 365 Chapter 10: “Reading Books to Children,” p. 370–373 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Listening and Speaking 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

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1.4 Shows interest, pleasure and enjoyment during listening activities by responding with appropriate eye contact, body language and facial expressions.	Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379, especially “Interacting With Children in the Library Area,” pp. 370–375	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader
EXPECTATION 2: Children converse effectively in their home language, English or sign language for a variety of purposes relating to real experiences and different audiences.		
2.1 Describes previous experiences and relates them to new experiences or ideas.	Chapter 3: “Process Skills,” pp. 161–162 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development; Language Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development; Language Development”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
2.2 Asks questions to obtain information.	Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development; Language Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development; Language Development”	LANGUAGE DEVELOPMENT—Listening and Speaking 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding
2.3 Uses language to express relationships, make connections, describe similarities and differences, express feelings and initiate play with others.	Chapter 3: “Process Skills,” pp. 161–162 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Library,” pp. 351–379	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings

New Jersey Preschool Expectations and Learning Outcomes	<i>The Creative Curriculum</i>[®] for Preschool	<i>Creative Curriculum</i>[®] Goals, Objectives, and Developmental Steps
2.4 Listens and responds appropriately in conversations and group interactions by taking turns and generally staying on topic.	Chapter 2: “Large-Group Time,” pp. 84–85 Chapter 2: “Small-Group Time,” p. 86 Chapter 2: “Helping Children to Make Friends,” pp. 105–106 Chapter 2: “Classroom Strategies That Support Friendships,” pp. 107–108 Chapter 4: “Working With Groups of Children,” pp. 183–187 Chapter 4: “Large-Group Instruction,” pp. 183–185 Chapter 4: “Small-Group Instruction,” pp. 185–187	LANGUAGE DEVELOPMENT—Listening and Speaking 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others’ comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
2.5 Joins in singing, finger plays, chanting, retelling and inventing stories.	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379 Chapter 13: “Music and Movement,” pp. 423–441	LANGUAGE DEVELOPMENT—Reading and Writing 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader
2.6 Uses language and imitates sounds appropriate to roles in dramatic play and sets the stage by describing actions and events.	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Materials for Story Retelling,” p. 358 Chapter 10: “Retelling Stories With Children,” p. 373	COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play
2.7 Uses language to communicate and negotiate ideas and plans for activities.	Chapter 3: “Comprehension,” pp. 129–130, 133 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Listening and Speaking 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings

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<p>2.8 Uses new vocabulary and asks questions to extend understanding of words.</p> <p>2.9 Connects new meanings of words to vocabulary already known (e.g., "It's called bookend because the books end.>").</p> <p>2.10 Uses complex sentence structure such as compound sentences, if-then statements, and explanations (e.g., "I wanted to make a long snake but Mimi has the scarf." "If I set the table, then you can eat." "Pigs wouldn't like it on the moon because there isn't any mud.").</p>	<p>Chapter 3: "Increased Vocabulary and Language," pp. 126–127, 132</p> <p>Sections in all Interest Area chapters: "How ___ Promotes Development: Language Development;" "Connecting ___ With Curriculum Objectives: Language Development"</p> <p>Section in all Interest Area chapters: "What Children Learn in the ___ Area: Literacy"</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <ul style="list-style-type: none"> I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context <p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <ul style="list-style-type: none"> I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings <p>42. Asks questions</p> <ul style="list-style-type: none"> I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding
<p>EXPECTATION 3: Children demonstrate emergent reading skills.</p>		
<p>Print Awareness</p>		
<p>3.1 Identifies the meaning of common signs and symbols (e.g., pictures, recipes, icons on computers or rebuses).</p> <p>3.2 Recognizes print in the local environment (e.g., exit sign, area labels, written directions such as the steps for hand-washing).</p> <p>3.3 Recognizes that a variety of print letter formations and text forms are used for different functions (e.g., grocery list, menu, store sign, telephone book, newspaper and magazine).</p>	<p>Chapter 3: "Knowledge of Print," p. 128, 132</p> <p>Chapter 3: "Letters and Words," p. 129, 133</p> <p>Chapter 3: "Understanding Books and Other Texts," pp. 130–131, 133</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>45. Demonstrates understanding of print concepts</p> <ul style="list-style-type: none"> I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read

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3.4 Identifies some alphabet letters by their shapes, especially those in his/her own name.	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Developmental Steps in Writing,” pp. 367–369	LANGUAGE DEVELOPMENT—Reading and Writing 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections
3.5 Recognizes own name in a variety of contexts.	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133	LANGUAGE DEVELOPMENT—Reading and Writing 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print
3.6 Recognizes that letters form words.	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Library,” pp. 351–379, especially “Skills for Engaging With Books,” pp. 365–366	LANGUAGE DEVELOPMENT—Reading and Writing 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print
3.7 Recognizes that it is the print that is read in stories.	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Understanding How Stories Work,” p. 366 Chapter 10: “Understanding the Function and Value of Print,” p. 366	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read
Developing Knowledge and Enjoyment of Books		
3.8 Displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 10: “Exploring Books,” p. 365	LANGUAGE DEVELOPMENT—Reading and Writing 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read

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<p>3.9 Exhibits reading-like behavior (e.g., pretend to read to self and others and read own writing).</p> <p>3.10 Uses a familiar book as a cue to retell their version of the story.</p>	<p>Chapter 3: “Knowledge of Print,” p. 128, 132</p> <p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <p>I. Imitates act of reading in play</p> <p>II. Compares and predicts story events; acts out main events of a familiar story</p> <p>III. Retells a story including many details and draws connections between story events</p>
<p>3.11 Shows an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions and act out familiar stories).</p>	<p>Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133</p> <p>Chapter 10: “Library,” pp. 351–379, especially “Understanding How Stories Work,” p. 366; “The Teacher’s Role: Observing, Responding to, and Interacting With Children in the Library Area,” pp. 370–375</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>47. Uses emerging reading skills to make meaning from print</p> <p>I. Uses illustrations to guess what the text says</p> <p>II. Makes judgments about words and text by noticing features (other than letters or words)</p> <p>III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print</p> <p>48. Comprehends and interprets meaning from books and other texts</p> <p>I. Imitates act of reading in play</p> <p>II. Compares and predicts story events; acts out main events of a familiar story</p> <p>III. Retells a story including many details and draws connections between story events</p>
<p>3.12 Asks questions and makes comments pertinent to the story being read and connects information in books to his/her personal life experiences.</p>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>44. Enjoys and values reading</p> <p>I. Listens to stories being read</p> <p>II. Participates in story time interactively</p> <p>III. Chooses to read on own; seeks information in books; sees self as reader</p>
<p>Phonological Awareness</p>		
<p>3.13 Engages in language play (e.g., manipulate separable and repeating sounds).</p> <p>3.14 Makes up and chants own rhymes (e.g., when playing in the water table, saying “squishy, wishy, dishy soap,” or at lunchtime, children are conversing and say, “A light is for night.”).</p> <p>3.15 Play with alliterative language (e.g., “Peter, Peter Pumpkin Eater”).</p>	<p>Chapter 3: “Phonological Awareness,” p. 128, 132</p> <p>Chapter 10: “Library,” pp. 351–379, especially “Connecting Written Symbols With Sounds,” p. 366</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>38. Hears and discriminates the sounds of language</p> <p>I. Plays with words, sounds, and rhymes</p> <p>II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way</p> <p>III. Hears and repeats separate sounds in words; plays with sounds to create new words</p>

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EXPECTATION 4: Children demonstrate emergent writing skills.		
<p>4.1 "Writes" messages as part of play and other activities (e.g., drawing, scribbling, making letter-like forms, using invented spelling and conventional letter forms).</p> <p>4.2 Attempts to write own name on work.</p> <p>4.3 Attempts to make own names using different materials, such as magnetic letters, play dough, rubber stamps, alphabet blocks or a computer.</p>	<p>Chapter 3: "Knowledge of Print," p. 128, 132 Chapter 3: "Letters and Words," p. 129, 133 Chapter 3: "Comprehension," pp. 129–130, 133 Chapter 10: "Materials for Writing," pp. 359–360 Chapter 10: "Developmental Steps in Writing," pp. 367–369 Chapter 10: "Promoting Children's Writing," p. 374</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning</p> <p>50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words</p>
<p>4.4 Asks adults to write (e.g., asks for labels on block structures, dictation of stories and list of materials needed for a project).</p>	<p>Chapter 3: "Letters and Words," p. 129, 133 Chapter 3: "Understanding Books and Other Texts," pp. 130–131, 133</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing</p> <p>49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning</p>

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MATHEMATICS		
EXPECTATION 1: Children demonstrate an understanding of number and numerical operations.	Chapter 3: "Number Concepts," pp. 134–135, 140	
1.1 Demonstrates understanding of one-to-one correspondence (e.g., places one placemat at each place, gives each child one cookie, places one animal in each truck, hands out manipulatives to be shared with a friend saying "One for you, one for me.")	Chapter 8: "Toys and Games," pp. 295–315 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets
1.2 Spontaneously counts for own purposes (e.g., counting blocks or cars, counting beads while stringing them, handing out napkins). 1.3 Learns to say the counting numbers.	Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	COGNITIVE DEVELOPMENT—Logical Thinking 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
1.4 Discriminates numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock, etc.). 1.5 Recognizes and names some written numerals.	Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"	There are no objectives in <i>The Creative Curriculum® Developmental Continuum</i> that correlate directly with this item.

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<p>1.6 Compares numbers in different contexts (e.g., using words such as more and less).</p> <p>1.7 Uses estimation as a method for approximating an appropriate amount (e.g., at snacktime, deciding how many napkins to take from a large pile for the group, determining number of blocks to use when building structures).</p>	<p>Chapter 8: “Toys and Games,” pp. 295–315 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <ul style="list-style-type: none"> I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
<p>1.8 Adds two groups of concrete objects by counting the total (e.g., three blue pegs, three yellow pegs, six pegs altogether).</p> <p>1.9 Subtracts one group of concrete objects from another by taking some away and then counting the remainder (e.g., “I have four carrot sticks. I’m eating one! Now I have 3!”).</p>	<p>Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>34. Uses numbers and counting</p> <ul style="list-style-type: none"> I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
<p>EXPECTATION 2: Children develop knowledge of spatial concepts, e.g. shapes and measurement.</p>		
<p>2.1 Identifies basic shapes in the environment (e.g., circle, square, triangle, cube, sphere).</p>	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 9: “Art,” pp. 317–349</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason

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<p>2.2 Uses standard and nonstandard measurement units (e.g., measuring body length with unifix cubes, using a tape measure to gauge height of block construction, counting the number of cups it takes to fill a bucket with water).</p> <p>2.3 Uses vocabulary to describe distances (e.g., “It was a really long walk to the playground.”).</p>	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures</p> <ul style="list-style-type: none"> I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
<p>2.4 Uses vocabulary to describe directional concept (e.g., “Watch me climb up the ladder and slide down.”).</p> <p>2.5 Uses positional words in a functional way (e.g., “I put the red block on top of the cabinet.”).</p>	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>32. Shows awareness of position in space</p> <ul style="list-style-type: none"> I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective
<p>2.6 Makes three-dimensional constructions and models (e.g., sculptures that have height, depth and width).</p> <p>2.7 Makes connections between two dimensional and three dimensional forms (e.g., circle-sphere, square-cube, triangle-pyramid).</p>	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136-137, 141 Chapter 6: “Blocks,” pp. 243–269 Chapter 9: “Art,” pp. 317–349 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another <p>COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations

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EXPECTATION 3: Children understand patterns, relationships and classification.		
3.1 Sorts objects into groups (separate basket of collected items into piles of pinecones, acorns and twigs). 3.2 Classifies objects by sorting them into subgroups by one or more attributes (e.g., sorting counting bears by color into trays, separating a mixture of beans by individual size and shape).	Chapter 3: "Patterns and Relationships," p. 136, 140 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315 Chapter 11: "Discovery," pp. 381–401 Chapter 16: "Outdoors," pp. 493–522 Sections in all Interest Area chapters: "How ___ Promotes Development: Cognitive Development;" "Connecting ___ With Curriculum Objectives: Cognitive Development"	COGNITIVE DEVELOPMENT—Logical Thinking 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason
3.3 Describes an object by characteristics it does or does not possess (e.g., "This button doesn't have holes.").		COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
3.4 Seriates objects according to various properties including size, number, length, heaviness, texture (rough to smooth) or loudness.		COGNITIVE DEVELOPMENT—Logical Thinking 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features

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<p>3.5 Identifies patterns in the environment (e.g., “Look at the rug. It has a circle, then a number, then a letter...”).</p> <p>3.6 Represents patterns in a variety of ways (e.g., stringing beads red/green/red/green/red/green, arranging buttons big/bigger/biggest, or singing songs that follow a simple pattern).</p>	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>30. Recognizes patterns and can repeat them</p> <ul style="list-style-type: none"> I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying
<p>EXPECTATION 4: Children develop knowledge of sequence and temporal awareness.</p>		
<p>4.1 Starts and stops on a signal (e.g., freezing in position when the music stops).</p>	<p>Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>32. Shows awareness of position in space</p> <ul style="list-style-type: none"> I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one’s perspective
<p>4.2 Describes the sequence of the daily routine and demonstrates understanding of basic temporal relations (e.g., “We will go outside after snack time.”).</p> <p>4.3 Arranges pictures of events in temporal order (e.g., first, a photo of the child eating breakfast; second, a photo of the child getting on the bus; third, a photo of the child in the classroom).</p>	<p>Chapter 2: “Daily Events,” pp. 82–92 Chapter 2: “Using a Calendar,” p. 85 Chapter 2: “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 3: “People and the Past,” p. 149, 151</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>31. Shows awareness of time concepts and sequence</p> <ul style="list-style-type: none"> I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts

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EXPECTATION 5: Children use mathematical knowledge to represent, communicate and solve problems in their environment.		
<p>5.1 Uses mathematical terms when conversing with others (e.g., "Which car is faster?" "My building is taller than yours." "I have more sand in my bucket.").</p> <p>5.2 Uses emergent mathematical knowledge as a problem-solving tool (e.g., Maritza notices that Juan has more carrot sticks than she does. She says, "May I have some of yours? Then we will have the same amount." Jorge decides to fill his bucket by using small cups of water when he realizes that he cannot fit the bucket under the faucet).</p> <p>5.3 Describes how he/she solved mathematical problems in his/her own way.</p>	<p>Chapter 3: "Mathematics," pp. 134–141 Chapter 3: "Process Skills," pp. 161–162 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Chapter 13: "Music and Movement," pp. 423–441 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Mathematics"</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems</p> <p>26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p> <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools</p> <p>34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</p>

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SCIENCE		
EXPECTATION 1: Children develop inquiry skills, including problem-solving and decision-making.		
<p>1.1 Asks questions relating to own interests and current classroom activities (e.g., “What do you think the inside of this nut looks like?”).</p> <p>1.2 Makes observations (e.g., “Look, this tree has big, green leaves. That one has needles.”).</p> <p>1.3 Makes predictions (e.g., “This car is really heavy. I’ll bet it sinks to the bottom of the water.”).</p> <p>1.4 Answers questions or tests predictions using simple experiments or research media (e.g., cracking a nut to look inside, putting a toy car in water to determine whether it sinks or using a book or Web site to find out about different types of leaves).</p> <p>1.5 Discusses, shares and records findings (e.g., drawing and “writing” in journals, making rubbings, charting the growth of plants).</p>	<p>Chapter 1: “Cognitive Development,” p. 21</p> <p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141</p> <p>Chapter 3: “Science,” pp. 142–145</p> <p>Chapter 3: “Technology,” pp. 156–160</p> <p>Chapter 3: “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development;” “Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <p>I. Examines with attention to detail, noticing attributes of objects</p> <p>II. Notices and/or asks questions about similarities and differences</p> <p>III. Observes attentively and seeks relevant information</p> <p>23. Approaches problems flexibly</p> <p>I. Finds multiple uses for classroom objects</p> <p>II. Experiments with materials in new ways when first way doesn’t work</p> <p>III. Finds alternative solutions to problems</p> <p>25. Explores cause and effect</p> <p>I. Notices and comments on effect</p> <p>II. Wonders “what will happen if” and tests out possibilities</p> <p>III. Explains plans for testing cause and effect, and tries out ideas</p> <p>COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking</p> <p>37. Makes and interprets representations</p> <p>I. Draws or constructs and then names what it is</p> <p>II. Draws or builds a construction that represents something specific</p> <p>III. Plans then creates increasingly elaborate representations</p> <p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>42. Asks questions</p> <p>I. Asks simple questions</p> <p>II. Asks questions to further understanding</p> <p>III. Asks increasingly complex questions to further own understanding</p>

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EXPECTATION 2: Children observe and investigate the properties of objects, both living and nonliving.		
<p>2.1 Acquires and uses basic vocabulary for plants, animals and humans, as well as their parts and characteristics.</p> <p>2.2 Explains that living things have specific needs (e.g., water, air, food, light).</p> <p>2.3 Demonstrates knowledge that living things exist in different environments (e.g., "Fish can live in the ocean because they can breathe under water.").</p> <p>2.4 Explains the differences between nonliving and living things (e.g., "The bunny is alive. He needs to eat." "The shell isn't alive. The hermit crab is!").</p>	<p>Chapter 3: "Life Science," pp. 143–144, 145</p> <p>Chapter 11: "Discovery," pp. 381–401</p> <p>Chapter 16: "Caring for Living Things," pp. 500–501</p> <p>Chapter 16: "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519</p> <p>Section in all Interest Area chapters: "What Children Learn in the ___ Area: Science"</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <p>I. Examines with attention to detail, noticing attributes of objects</p> <p>II. Notices and/or asks questions about similarities and differences</p> <p>III. Observes attentively and seeks relevant information</p>
EXPECTATION 3: Children explore the concept of change in both living and nonliving entities and in the environment.		
<p>3.1 Uses language to demonstrate knowledge of physical change (e.g., "When I add the red paint to the white paint, it is going to change.").</p>	<p>Chapter 3: "Science," pp. 142–145</p> <p>Chapter 9: "Art," pp. 317–349</p> <p>Chapter 11: "Discovery," pp. 381–401</p> <p>Chapter 12: "Sand and Water," pp. 403–421</p> <p>Section in all Interest Area chapters: "What Children Learn in the ___ Area: Science"</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <p>I. Examines with attention to detail, noticing attributes of objects</p> <p>II. Notices and/or asks questions about similarities and differences</p> <p>III. Observes attentively and seeks relevant information</p>

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3.2 Describes how matter can change form (e.g., snow melting in the water table, water left in the watering can, making cookies, gelatin, etc.).	Chapter 3: "Physical Science," pp. 142–143, 145 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Chapter 16: "Outdoors," pp. 493–522	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
3.3 Demonstrates understanding that living things change as they grow (life cycle) (e.g., "When we first got our fish, they were small. Now they are big and have spots.").	Chapter 3: "Life Science," pp. 143–144, 145 Chapter 11: "Discovery," pp. 381–401 Chapter 11: "What Children Learn in the Discovery Area: Science," p. 392 Chapter 16: "Caring for Living Things," pp. 500–501 Chapter 16: "What Children Learn Outdoors: Science," p. 512	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information COGNITIVE DEVELOPMENT—Logical Thinking 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
3.4 Uses words related to weather and environmental phenomena and change (sunny, clouds, rain, snow, lightning, temperature, wind, thunder) and night and sky objects (sun, moon, stars). 3.5 Associates the seasons with changes in the climate and environment.	Chapter 3: "Earth and the Environment," pp. 144, 145 Chapter 11: "Discovery," pp. 381–401 Chapter 16: "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519	COGNITIVE DEVELOPMENT—Logical Thinking 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts

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EXPECTATION 4: Children develop an awareness of the environment and human responsibility for its care.		
<p>4.1 Demonstrates care of the environment (e.g., cleaning up after snack outside).</p> <p>4.2 Participates in sorting materials for recycling (e.g., items for the trash can, yogurt containers and cups to be used in the art area).</p> <p>4.3 Discusses in simple terms how humans can care for or harm the environment (e.g., "If you throw garbage in the ocean it can hurt fish. The water gets too dirty").</p>	<p>Chapter 3: "People and the Environment," p. 148, 151</p> <p>Chapter 16: "What Children Learn Outdoors: Social Studies," p. 513</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>7. Respects and cares for classroom environment and materials</p> <ul style="list-style-type: none"> I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment <p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason

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SOCIAL STUDIES		
EXPECTATION 1: Children identify unique characteristics of themselves and others.		
1.1 Describes characteristics of self. 1.2 Compares characteristics of self with others. 1.3 Creates visual displays of individual characteristics and those of others.	Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 1: “Individual Differences,” pp. 27–41 Chapter 3: “Social Studies,” pp. 146–151	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
1.4 Expresses individuality and diversity through dress-ups, dolls, puppets, etc. 1.5 Discusses characteristics of children and adults in multicultural literature and photos.	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play

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1.5 Selects materials and activities based on choice and not limited by bias.	See Interest Area Chapters: Chapter 6: “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 9: “Art,” pp. 317–349 Chapter 10: “Library,” pp. 351–379 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491 Chapter 16: “Outdoors,” pp. 493–522	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
EXPECTATION 2: Children communicate about their family, family roles and family traditions.		
2.1 Talks with classmates and teachers about his/her family. 2.2 Identifies, compares and contrasts family members from a photograph (e.g., "This is my mommy and she has brown hair."). 2.3 Talks about family routines and activities (e.g., languages, foods, celebrations, music, meals, etc.). 2.4 Dramatizes roles and responsibilities of different family members. 2.5 Illustrates representations of families, roles and traditions through different media (e.g., paints, crayons, play dough, collage, cut-outs, etc.).	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 3: “People and the Past,” p. 149, 151 Chapter 5: “Appreciating Family Differences,” pp. 212–213 Chapter 5: “Getting to Know Families,” pp. 212–217 Chapter 5: “Using Initial Contacts to Learn About Families,” pp. 214–217 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349	COGNITIVE DEVELOPMENT—Learning and Problem Solving 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations

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EXPECTATION 3: Children become contributing active members of the classroom community.		
3.1 Understands rules and will follow most classroom rules.	Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
3.2 Performs assigned jobs and responsibilities. 3.3 Takes responsibility for simple classroom tasks.	Chapter 2: “A System for Classroom Jobs,” pp. 73–74	SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures
3.4 Identifies other children in the classroom and uses names in conversations. 3.5 Works together (e.g., pair, triads and small groups) to complete projects and activities.	Chapter 2: “Small-Group Time,” p. 86 Chapter 2: “Creating a Classroom Community,” pp. 102–122 Chapter 2: “Helping Children to Make Friends,” pp. 105–106 Chapter 2: “Classroom Strategies That Support Friendships,” pp. 107–108 Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 4: “Small-Group Instruction,” pp. 185–187 Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child

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EXPECTATION 4: Children will demonstrate knowledge of neighborhood and community.		
<p>4.1 Differentiates among types of homes.</p> <p>4.2 Creates representations of different homes (e.g., draw, build block structure, use boxes, make 3-D structures).</p> <p>4.3 Identifies and discusses the duties of a variety of common community occupations (e.g., nurse, postmaster, secretary, clerk).</p> <p>4.4 Dramatizes community roles and activities.</p> <p>4.5 Identifies tools used for different occupations (e.g., cash register, adding machine, stethoscope, etc.).</p>	<p>Chapter 3: “Spaces and Geography,” pp. 146–147, 150 Chapter 3: “People and How They Live,” pp. 147–148, 150</p> <p>Chapter 6: “Blocks,” pp. 243–269 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>22. Observes objects and events with curiosity</p> <ul style="list-style-type: none"> I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information <p>COGNITIVE DEVELOPMENT— Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play <p>36. Makes believe with objects</p> <ul style="list-style-type: none"> I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play <p>37. Makes and interprets representations</p> <ul style="list-style-type: none"> I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
EXPECTATION 5: Children participate in activities that reflect the cultures within their classroom and their community.		
<p>5.1 Identifies characteristics of other cultures in discussions and play (e.g., “Either a man or a woman can be the president.”).</p> <p>5.2 Participates in cultural activities.</p>	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 7: “Dramatic Play,” pp. 271–293</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <ul style="list-style-type: none"> I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play

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WORLD LANGUAGES		
EXPECTATION 1: Children know that others may use different languages (including sign) to communicate and will express simple greetings, words and phrases in a language other than their own.		
<p>1.1 Acknowledges that a language other than his/her own is being spoken.</p> <p>1.2 Responds appropriately to commands or instructions given in a language other than English.</p> <p>1.3 Says simple greetings, words and phrases in a language other than his/her own.</p>	<p>Chapter 1: “Second Language Learners,” pp. 38–41 Chapter 4: “Teaching Second Language Learners,” pp. 181–183</p>	<p>There are no objectives in <i>The Creative Curriculum</i>[®] <i>Developmental Continuum</i> that correlate directly with this item.</p>