

**Alignment of the Illinois Early Learning Standards With
The Goals and Objectives of *The Creative Curriculum*® *Developmental Continuum for Ages 3–5* and
Related Publications from *The Creative Curriculum*® System:**

- ***The Creative Curriculum*® for Preschool**
- ***Literacy: The Creative Curriculum*® *Approach***
- ***The Creative Curriculum*® *Study Starters***

The Creative Curriculum for Preschool 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 Creative 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 teachers how to 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, based on *The Creative Curriculum Developmental Continuum for Ages 3–5*.

The Developmental Continuum has 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective has three developmental steps showing the expected sequence of development. 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 Expanded Forerunners for each objective which also have three steps. (The Expanded Forerunners are not shown in this document.)

Literacy: The Creative Curriculum Approach shows teachers how to plan focused lessons and maximize literacy learning opportunities throughout the day.

The Creative Curriculum Study Starters (2005 Series: *Boxes, Rocks, Ants, Clothes, Flowers, Buildings, and Balls*; 2006 Series: *Water Pipes, Exercise, Wheels, Trash, Shadows, and Chairs*) are a series of guides to help teachers implement investigative, project-based learning in the classroom. With *Study Starters*, children learn science and social studies content as they explore, while also developing skills in literacy, math, the arts, and technology.

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Illinois Early Learning Standards and Benchmarks	Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool
LANGUAGE ARTS		
STATE GOAL 1: Read with understanding and fluency.		
<p>Learning Standard A: Apply word analysis and vocabulary skills to comprehend selections.</p> <p>BENCHMARKS 1.A.ECa Understand that pictures and symbols have meaning and that print carries a message. 1.A.ECb Understand that reading progresses from left to right and top to bottom. 1.A.ECc Identify labels and signs in the environment. 1.A.ECd Identify some letters, including those in own name. 1.A.ECe Make some letter-sound matches.</p>	<p>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 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</p>	<p>Chapter 3: “Knowledge of Print,” p. 128, 132; “Letters and Words,” p. 129, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Knowledge of Print,” pp. 22–27; “Letters and Words,” pp. 28–32 Scope & Sequence for Language and Literacy “Concepts of Books,” p. 281 “Print Concepts, p. 282 “Alphabet and Word Knowledge,” p. 283</p>
<p>Learning Standard B: Apply reading strategies to improve understanding and fluency.</p> <p>BENCHMARKS 1.B.ECa Predict what will happen next using pictures and content for guides. 1.B.ECb Begin to develop phonological awareness by participating in rhyming activities. 1.B.ECc Recognize separable and repeating sounds in spoken language.</p>	<p>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</p> <p>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 judgements 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</p>	<p>Chapter 3: “Phonological Awareness,” p. 128, 132; “Comprehension,” pp. 129–130, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Phonological Awareness,” pp. 16–21; “Comprehension,” pp. 33–38 Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78, including “Supporting Children’s Language Learning,” pp. 73–77 Scope & Sequence for Language and Literacy Oral Language: Phonological Awareness, pp. 276–279 Oral Language: Phonological Awareness “Listening,” p. 276 “Rhyming,” p. 276 “Alliteration,” p. 277 “Sentences and Words,” p. 278 “Syllables,” p. 278 “Onset and Rime,” p. 279 “Phonemic Awareness,” p. 279 Written Language: Reading “Print Concepts, p. 282</p>

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<p>Learning Standard C: Comprehend a broad range of reading materials.</p> <p>BENCHMARKS 1.C.ECa Retell information from a story. 1.C.ECb Respond to simple questions about reading material. 1.C.ECc Demonstrate understanding of literal meaning of stories by making comments.</p>	<p>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 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</p>	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10; “Comprehension,” pp. 33–38 Chapter 3: “Reading Aloud,” pp. 79–90; “Storytelling,” pp. 91–100; “Story Retelling,” pp. 101–108</p> <p>Scope & Sequence for Language and Literacy Written Language: Reading “Motivation for Reading,” p. 280 “Comprehension,” p. 284</p>
<p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p>		
<p>Learning Standard A: Understand how literary elements and techniques are used to convey meaning.</p> <p>BENCHMARK 2.A.EC Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes.</p>	<p>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</p>	<p>Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Books and Other Texts,” pp. 39–42 Chapter 2: “Creating a Literacy-Rich Physical Environment,” pp. 52–53; “Literacy Throughout the Day,” pp. 54–57 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190</p> <p>Scope & Sequence for Language and Literacy Written Language: Reading “Motivation for Reading,” p. 280</p>
<p>Learning Standard B: Read and interpret a variety of literary works.</p> <p>BENCHMARK 2.B.EC Show independent interest in reading-related activities.</p>	<p>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</p>	<p>Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Literacy as a Source of Enjoyment,” pp. 6–10 Chapter 3: “Playing: Children’s Work,” pp. 120–126 Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190</p> <p>Scope & Sequence for Language and Literacy Written Language: Reading “Motivation for Reading,” p. 280 “Comprehension,” p. 284</p>

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<p>STATE GOAL 3: Write to communicate for a variety of purposes</p> <p>Learning Standard A: Use correct grammar, spelling, punctuation, capitalization and structure.</p> <p>BENCHMARK 3.A.EC Use scribbles, approximations of letters, or known letters to represent written language.</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing 50. Writes letters and words</p> <ul style="list-style-type: none"> 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>Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Letters and Words,” pp. 28–32 Chapter 3: “Writing,” pp. 109–119; “Playing: Children’s Work,” pp. 120–126</p> <p>Scope & Sequence for Language and Literacy Written Language: Writing “Writing Mechanics,” p. 285</p>
<p>Learning Standard B: Compose well-organized and coherent writing for specific purposes and audiences.</p> <p>BENCHMARK 3.B.EC Dictate stories and experiences.</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing 49. Understands the purpose of writing</p> <ul style="list-style-type: none"> I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning 	<p>Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Letters and Words,” pp. 28–32 Chapter 3: “Supporting Children’s Writing,” pp. 114–118</p> <p>Scope & Sequence for Language and Literacy Written Language: Writing “Purposes of Writing,” p. 285</p>
<p>Learning Standard C: Communicate ideas in writing to accomplish a variety of purposes.</p> <p>BENCHMARK 3.C.EC Use drawing and writing skills to convey meaning and information.</p>	<p>LANGUAGE DEVELOPMENT—Reading and Writing 49. Understands the purpose of writing</p> <ul style="list-style-type: none"> I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning 	<p>Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Developmental Steps in Writing,” pp. 367–369; “Promoting Children’s Writing,” p. 374</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Letters and Words,” pp. 28–32 Chapter 3: “Writing,” pp. 109–119, “Supporting Children’s Writing,” pp. 114–118</p> <p>Scope & Sequence for Language and Literacy Written Language: Writing “Purposes of Writing,” p. 285</p>

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<p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p>		
<p>Learning Standard A: Listen effectively in formal and informal situations.</p> <p>BENCHMARK 4.A.EC Listen with understanding and respond to directions and conversations.</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>40. Understands and follows oral directions</p> <p>I. Follows one-step directions</p> <p>II. Follows two-step directions</p> <p>III. Follows directions with more than two steps</p> <p>43. Actively participates in conversations</p> <p>I. Responds to comments and questions from others</p> <p>II. Responds to others’ comments in a series of exchanges</p> <p>III. Initiates and/or extends conversations for at least four exchanges</p>	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 3: “Supporting Children’s Language Learning,” pp. 73–77; “Studies: Using Literacy to Learn,” pp. 127–131</p> <p>Scope & Sequence for Language and Literacy Oral Language: Vocabulary and Language “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275</p>
<p>Learning Standard B: Speak effectively using language appropriate to the situation and audience.</p> <p>BENCHMARK 4.B.EC Communicate needs, ideas and thoughts.</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>39. Expresses self using words and expanded sentences</p> <p>I. Uses simple sentences (3–4 words) to express wants and needs</p> <p>II. Uses longer sentences (5–6 words) to communicate</p> <p>III. Uses more complex sentences to express ideas and feelings</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>	<p>Chapter 1: “Language Development,” p. 22</p> <p>Chapter 2: “Creating a Classroom Community,” pp. 102–122</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: “Interacting With Children in the ___ Area”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Comprehension,” pp. 33–38; “Vocabulary and Language,” pp. 11–15</p> <p>Scope & Sequence for Language and Literacy Oral Language: Vocabulary and Language “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275</p>

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<p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p> <p>Learning Standard A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.</p> <p>BENCHMARK 5.A.EC Seek answers to questions through active exploration.</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <p>41. Answers questions</p> <p>I. Answers simple questions with one or two words</p> <p>II. Answers questions with a complete thought</p> <p>III. Answers questions with details</p>	<p>Chapter 3: “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 9: “Art,” pp. 317–349</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 3: “Playing: Children’s Work,” pp. 120–126; “Studies: Using Literacy to Learn,” pp. 127–131</p> <p>Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190</p>
<p>Learning Standard B: Analyze and evaluate information acquired from various sources.</p> <p>BENCHMARK 5.B.EC Relate prior knowledge to new information.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>26. Applies knowledge or experience to a new context</p> <p>I. Draws on everyday experiences and applies this knowledge to similar situations</p> <p>II. Applies new information or vocabulary to an activity or interaction</p> <p>III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>	<p>Chapter 3: “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 9: “Art,” pp. 317–349</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Literacy: The Creative Curriculum® Approach</p> <p>Chapter 3: “Playing: Children’s Work,” pp. 120–126; “Studies: Using Literacy to Learn,” pp. 127–131</p> <p>Chapter 4: “Literacy Learning in Interest Areas,” pp. 133–190</p>

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<p>Learning Standard C: Apply acquired information, concepts and ideas to communicate in a variety of formats.</p> <p>BENCHMARK 5.C.EC Communicate information with others.</p>	<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 	<p>Chapter 3: “Comprehension,” pp. 129–130, 133; “Understanding Books and Other Texts,” p. 130–131, 133; “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>NOTE TO SELF: DELETE “UBOT”??</p> <p>Literacy: The Creative Curriculum® Approach Chapter 1: “Comprehension,” pp. 33–38; “Vocabulary and Language,” pp. 11–15 Chapter 3: “Playing: Children’s Work,” pp. 120–126; “Studies: Using Literacy to Learn,” pp. 127–131</p> <p>Scope & Sequence for Language and Literacy Oral Language: Vocabulary and Language “Listening and Responding to Language,” p. 274 “Self-Expression,” p. 275</p>
MATHEMATICS		
<p>STATE GOAL 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.</p>		
<p>Learning Standard A: Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.</p> <p>BENCHMARKS 6.A.ECa Use concepts that include number recognition, counting and one-to-one correspondence. 6.A.ECb Count with understanding and recognize “how many” in sets of objects.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>33. Uses one-to-one correspondence</p> <ul style="list-style-type: none"> 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 <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>Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Blocks,” p. 13 “Enhancements to Interest Areas: Toys and Games,” p. 13</p>

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<p>Learning Standard B: Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.</p> <p>BENCHMARK 6.B.EC Solve simple mathematical problems.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 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>Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Blocks,” p. 13 “Enhancements to Interest Areas: Toys and Games,” p. 13 “Enhancements to Interest Areas: Sand and Water,” p. 13 “Enhancements to Interest Areas: Cooking,” p. 13</p>
<p>Learning Standard C: Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.</p> <p>BENCHMARKS 6.C.ECa Explore quantity and number. 6.C.ECb Connect numbers to quantities they represent using physical models and representations.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 33. Uses one-to-one correspondence</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Blocks,” p. 13 “Enhancements to Interest Areas: Toys and Games,” p. 13</p>
<p>Learning Standard D: Solve problems using comparison of quantities, ratios, proportions and percents.</p> <p>BENCHMARKS 6.D.EC Make comparisons of quantities.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 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>Chapter 3: “Number Concepts,” pp. 134–135, 140 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Blocks,” p. 13 “Enhancements to Interest Areas: Toys and Games,” p. 13</p>

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<p>STATE GOAL 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.</p>		
<p>Learning Standard A: Measure and compare quantities using appropriate units, instruments and methods.</p> <p>BENCHMARKS 7.A.ECa Demonstrate a beginning understanding of measurement using non-standard units and measurement words. 7.A.ECb Construct a sense of time through participation in daily activities.</p>	<p>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 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</p>	<p>Chapter 2: “Using a Calendar,” p. 85; “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469</p> <p><i>The Creative Curriculum® Study Starters</i> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Sand and Water,” p. 13 “Enhancements to Interest Areas: Cooking,” p. 13</p>
<p>Learning Standard B: Estimate measurements and determine acceptable levels of accuracy.</p> <p>BENCHMARK 7.B.EC Show understanding of and use comparative words.</p>	<p>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</p>	<p>Chapter 2: “Using a Calendar,” p. 85; “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469</p> <p><i>The Creative Curriculum® Study Starters</i> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Sand and Water,” p. 13 “Enhancements to Interest Areas: Cooking,” p. 13</p>
<p>Learning Standard C: Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.</p> <p>BENCHMARK 7.C.EC Incorporate estimating and measuring activities into play.</p>	<p>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</p>	<p>Chapter 2: “Using a Calendar,” p. 85; “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469 Chapter 15: “Computers,” pp. 471–491</p> <p><i>The Creative Curriculum® Study Starters</i> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Sand and Water,” p. 13 “Enhancements to Interest Areas: Cooking,” p. 13 “Enhancements to Interest Areas: Computers,” p. 13</p>

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<p>STATE GOAL 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.</p>		
<p>Learning Standard A: Describe numerical relationships using variables and patterns.</p> <p>BENCHMARK 8.A.EC Sort and classify objects by a variety of properties.</p>	<p>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</p>	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401</p> <p><i>The Creative Curriculum® Study Starters</i> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Toys and Games,” p. 13 “Enhancements to Interest Areas: Discovery,” p. 13</p>
<p>Learning Standard B: Interpret and describe numerical relationships using tables, graphs and symbols.</p> <p>BENCHMARKS 8.B.ECa Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors. 8.B.ECb Begin to order objects in series or rows.</p>	<p>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 30. Recognizes patterns and can repeat them 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>	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401</p> <p><i>The Creative Curriculum® Study Starters</i> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Toys and Games,” p. 13 “Enhancements to Interest Areas: Discovery,” p. 13</p>
<p>Learning Standard C: Solve problems using systems of numbers and their properties.</p> <p>BENCHMARK 8.C.EC Participate in situations that involve addition and subtraction using manipulatives.</p>	<p>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</p>	<p>Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 8: “Toys and Games,” pp. 295–315</p> <p><i>The Creative Curriculum® Study Starters</i> “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Toys and Games,” p. 13</p>

Illinois Early Learning Standards and Benchmarks	Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool
<p>Learning Standard D: Use algebraic concepts and procedures to represent and solve problems.</p> <p>BENCHMARK 8.D.EC Describe qualitative change, such as measuring to see who is growing taller.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 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>Chapter 3: “Patterns and Relationships,” p. 136, 140; “Process Skills,” pp. 161–162</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Cognitive Development; ““Connecting ___ With Curriculum Objectives: Cognitive Development”</p> <p>The Creative Curriculum® Study Starters “What Children Already Know,” p. 6 “What Children Want to Know,” p. 7 “Integrate Content Area Learning: Math,” pp. 10–11 “Investigate the Topic,” p. 12 “Sample Investigations,” pp. 14–23</p>
<p>STATE GOAL 9: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes and space.</p>		
<p>Learning Standard A: Demonstrate and apply geometric concepts involving points, lines, planes and space.</p> <p>BENCHMARK 9.A.EC Recognize geometric shapes and structures in the environment.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 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>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 6: “Blocks,” pp. 243–269</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Math,” pp. 10–11 “Enhancements to Interest Areas: Blocks,” p. 13 Note especially: <i>Boxes, Buildings, Flowers, Balls, Wheels, and Shadows</i></p>
<p>Learning Standard B: Identify, describe, classify and compare relationships using points, lines, planes and solids.</p> <p>BENCHMARK 9.B.EC Find and name locations with simple words, such as “near”.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking 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>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141; “Spaces and Geography,” pp. 146–147, 150 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Math,” pp. 10–11 Note especially: <i>Boxes, Buildings, Flowers, Balls, Wheels, and Shadows</i></p>

<i>Illinois Early Learning Standards and Benchmarks</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool</i>
<p>STATE GOAL 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.</p>		
<p>Learning Standard A: Organize, describe and make predictions from existing data.</p> <p>BENCHMARKS 10.A.ECa Represent data using concrete objects, pictures, and graphs. 10.A.ECb Make predictions about what will happen next.</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>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 	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p><i>The Creative Curriculum® Study Starters</i> “What Children Want to Know,” p. 7 “Create Webs of Important Ideas and Content,” pp. 8–9 “Integrate Content Area Learning: Math,” pp. 10–11</p>
<p>Learning Standard B: Formulate questions, design data collection methods, gather and analyze data and communicate findings.</p> <p>BENCHMARK 10.B.EC Gather data about themselves and their surroundings.</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>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 3: “Process Skills,” pp. 161–162 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Mathematics”</p> <p><i>The Creative Curriculum® Study Starters</i> “Create Webs of Important Ideas and Content,” pp. 8–9 “Integrate Content Area Learning: Math,” pp. 10–11 “Investigate the Topic,” p. 12 “Sample Investigations,” pp. 14–23</p>

Illinois Early Learning Standards and Benchmarks	Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool
SCIENCE		
<p>STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</p>		
<p>Learning Standard A: Know and apply the concepts, principles and processes of scientific inquiry.</p> <p>BENCHMARKS 11.A.ECa Uses senses to explore and observe materials and natural phenomena. 11.A.ECb Collect, describe and record information.</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>25. Explores cause and effect</p> <ul style="list-style-type: none"> I. Notices and comments on effect II. Wonders “what will happen if” and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 	<p>Chapter 3: “Science,” pp. 142–145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519</p> <p>The Creative Curriculum® Study Starters “What Children Already Know,” p. 6 “What Children Want to Know,” p. 7 “Create Webs of Important Ideas and Content,” pp. 8–9 “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery,” p. 13 “Enhancements to Interest Areas: Sand and Water,” p. 13 “Investigate the Topic,” p. 12 “Sample Investigations,” pp. 14–23</p>
<p>Learning Standard B: Know and apply the concepts, principles and processes of technological design.</p> <p>BENCHMARKS 11.B.ECa Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation. 11.B.ECb Become familiar with the use of devices incorporating technology.</p>	<p>There are no <i>Creative Curriculum®</i> objectives that align directly with this item.</p>	<p>Chapter 3: “Science,” pp. 142–145 Chapter 3: “Technology,” pp. 156–160 Chapter 11: “Discovery,” pp. 381–401 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery,” p. 13 “Enhancements to Interest Areas: Computers,” p. 13</p>

Illinois Early Learning Standards and Benchmarks	Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool
<p>STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</p> <p>Learning Standard A: Know and apply concepts that explain how living things function, adapt and change.</p> <p>BENCHMARKS 12.A.ECa Investigate and categorize living things in the environment. 12.A.ECb Show an awareness of changes that occur in themselves and their environment.</p>	<p>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</p>	<p>Chapter 3: “Life Science,” pp. 143–144, 145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Caring for Living Things,” pp. 500–501; “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519</p> <p>The Creative Curriculum® Study Starters “Investigate the Topic,” p. 12 “Enhancements to Interest Areas: Discovery,” p. 13 “Sample Investigations,” pp. 14–23 Note especially: <i>Ants, Flowers, and Exercise</i></p>
<p>Learning Standard B: Know and apply concepts that describe how living things interact with each other and with their environment.</p> <p>BENCHMARK 12.B.EC Describe and compare basic needs of living things.</p>	<p>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</p>	<p>Chapter 3: “Life Science,” pp. 143–144, 145; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Caring for Living Things,” pp. 500–501; “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519</p> <p>The Creative Curriculum® Study Starters “Investigate the Topic,” p. 12 “Enhancements to Interest Areas: Discovery,” p. 13 “Sample Investigations,” pp. 14–23 Note especially: <i>Ants, Flowers, and Exercise</i></p>
<p>Learning Standard C: Know and apply concepts that describe properties of matter and energy and the interactions between them.</p> <p>BENCHMARK 12.C.EC Make comparisons among objects that have been observed.</p>	<p>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</p>	<p>Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421</p> <p>The Creative Curriculum® Study Starters “Enhancements to Interest Areas: Discovery,” p. 13 “Enhancements to Interest Areas: Sand and Water,” p. 13 “Sample Investigations,” pp. 14–23</p>

Illinois Early Learning Standards and Benchmarks	Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool
<p>Learning Standard D: Know and apply concepts that describe force and motion and the principles that explain them.</p> <p>BENCHMARK 12.D.EC Describe the effects of forces in nature (e.g. wind, gravity and magnetism).</p>	<p>There are no <i>Creative Curriculum</i>® objectives that align directly with this item.</p>	<p>Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Outdoors,” pp. 493–522</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery,” p. 13 “Enhancements to Interest Areas: Outdoors,” p. 13 Note especially: <i>Rocks</i></p>
<p>Learning Standard E: Know and apply the concepts that describe the features and processes of the Earth and its resources.</p> <p>BENCHMARKS 12.E.ECa Use common weather-related vocabulary (e.g. rainy, snowy, sunny, windy). 12.E.ECb Participate in recycling in their environment.</p>	<p>There are no <i>Creative Curriculum</i>® objectives that align directly with this item.</p>	<p>Chapter 3: “Earth and the Environment,” pp. 144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery,” p. 13 “Enhancements to Interest Areas: Sand and Water,” p. 13 Note especially: <i>Flowers</i> and <i>Trash</i></p>
<p>Learning Standard F: Know and apply concepts that explain the composition and structure of the universe and the Earth’s place in it.</p> <p>BENCHMARK 12.F.EC Identify basic concepts associated with night/day and seasons.</p>	<p>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</p>	<p>Chapter 2: “Using a Calendar,” p. 85; “The Daily Schedule,” pp. 92–97 Chapter 3: “Measurement,” pp. 137–138, 141; “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</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Science,” p. 10 “Enhancements to Interest Areas: Discovery,” p. 13 “Enhancements to Interest Areas: Outdoors,” p. 13 Note especially: <i>Shadows</i></p>

<i>Illinois Early Learning Standards and Benchmarks</i>	<i>Creative Curriculum® Goals, Objectives, and Developmental Steps</i>	<i>The Creative Curriculum® for Preschool</i>
<p>STATE GOAL 13: Understand the relationships among science, technology and society in historical and contemporary contexts.</p>		
<p>Learning Standard A: Know and apply the accepted practices of science.</p> <p>BENCHMARK 13.A.EC Begin to understand basic safety practices.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <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 	<p>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110</p>
<p>Learning Standard B: Know and apply concepts that describe the interaction between science, technology and society.</p> <p>BENCHMARKS 13.B.ECa Express wonder and ask questions about their world. 13.B.ECb Begin to be aware of technology and how it affects their lives.</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</p> <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>Chapter 3: “Science,” pp. 142–145; “Technology,” pp. 156–160; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p> <p><i>The Creative Curriculum® Study Starters</i></p> <p>“What Children Already Know,” p. 6</p> <p>“What Children Want to Know,” p. 7</p> <p>“Integrate Content Area Learning: Science,” p. 10</p> <p>“Integrate Content Area Learning: Technology,” p. 11</p> <p>“Enhancements to Interest Areas: Discovery,” p. 13</p> <p>“Enhancements to Interest Areas: Computers,” p. 13</p> <p>Note especially: <i>Buildings, Water Pipes, and Wheels</i></p>

Illinois Early Learning Standards and Benchmarks	Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool
SOCIAL SCIENCE		
STATE GOAL 14: Understand political systems, with an emphasis on the United States		
<p>Learning Standard A: Understand and explain basic principles of the United States government.</p> <p>BENCHMARK 14.A.EC Recognize the reasons for rules.</p>	<p>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</p>	<p>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10</p>
<p>Learning Standard C: Understand election processes and responsibilities of citizens.</p> <p>BENCHMARK 14.C.EC Participate in voting as a way of making choices.</p>	<p>There are no <i>Creative Curriculum®</i> objectives that align directly with this item.</p>	<p>Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Integrating Learning Through Studies,” pp. 190–198</p> <p>The Creative Curriculum® Study Starters “What Children Want to Know,” p. 7 “Integrate Content Area Learning: Social Studies,” p. 10</p>
<p>Learning Standard D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</p> <p>BENCHMARK 14.D.EC Develop an awareness of roles of leaders in their environment.</p>	<p>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)</p>	<p>Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108 Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13 Note especially: <i>Ants</i></p>
STATE GOAL 15: Understand economic systems, with an emphasis on the United States.		
<p>Learning Standard A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.</p> <p>BENCHMARK 15.A.EC Identify community workers and the services they provide.</p>	<p>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</p>	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150; “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 7: “Dramatic Play,” pp. 271–293 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13 Note especially: <i>Ants, Buildings, Water Pipes, and Trash.</i></p>

Illinois Early Learning Standards and Benchmarks	Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool
<p>Learning Standard D: Understand trade as an exchange of goods and services.</p> <p>BENCHMARK 15.D.EC Begin to understand the use of trade to obtain goods and services.</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <p>I. Performs and labels actions associated with a role</p> <p>II. Offers a play theme and scenario</p> <p>III. Engages in elaborate and sustained role play</p>	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150; “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13 Note especially: <i>Clothes</i> and <i>Chairs</i></p>
<p>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p>		
<p>Learning Standard A: Apply the skills of historical analysis and interpretation.</p> <p>BENCHMARK 16.A.EC Recall information about the immediate past.</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>31. Shows awareness of time concepts and sequence</p> <p>I. Demonstrates understanding of the present and may refer to past and future</p> <p>II. Uses past and future tenses and time words appropriately</p> <p>III. Associates events with time-related concepts</p>	<p>Chapter 2: “Using a Calendar,” p. 85; “The Daily Schedule,” pp. 92–97</p> <p>Chapter 3: “People and the Past,” p. 149, 151</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13</p>
<p>STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</p>		
<p>Learning Standard A: Locate, describe and explain places, regions and features on the Earth.</p> <p>BENCHMARKS 17.A.ECa Locate objects and places in familiar environments. 17.A.ECb Express beginning geographic thinking.</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>32. Shows awareness of position in space</p> <p>I. Shows comprehension of basic positional words and concepts</p> <p>II. Understands and uses positional words correctly</p> <p>III. Shows understanding that positional relationships vary with one’s perspective</p>	<p>Chapter 3: “Spaces and Geography,” pp. 146–147, 150; “People and the Environment,” p. 148, 151</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p>The Creative Curriculum® Study Starters “What Children Already Know,” p. 6 “What Children Want to Know,” p. 7 “Integrate Content Area Learning: Social Studies,” p. 10 “Sample Investigations,” pp. 14–23 Note especially: <i>Boxes</i> and <i>Buildings</i></p>

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<p>STATE GOAL 18: Understand social systems, with an emphasis on the United States.</p>		
<p>Learning Standard A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</p> <p>BENCHMARK 18.A.EC Recognize similarities and differences in people.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>11. Recognizes the feelings of others and responds appropriately</p> <ul style="list-style-type: none"> 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 	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 5: “Getting to Know Families,” pp. 212–217 Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13</p>
<p>Learning Standard B: Understand the roles and interactions of individuals and groups in society.</p> <p>BENCHMARK 18.B.EC Understand that each of us belongs to a family and recognize that families vary.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>2. Demonstrates appropriate trust in adults</p> <ul style="list-style-type: none"> 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) 	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122 Chapter 5: “Appreciating Family Differences,” pp. 212–213 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: Social Studies,” p. 10 “Enhancements to Interest Areas: Dramatic Play,” p. 13 Note especially: <i>Ants</i></p>

Illinois Early Learning Standards and Benchmarks	Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool
PHYSICAL DEVELOPMENT AND HEALTH		
STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.		
<p>Learning Standard A: Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.</p> <p>BENCHMARKS 19.A.ECa Engage in active play using gross motor skills. 19.A.ECb Engage in active play using fine motor skills.</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>18. Demonstrates throwing, kicking, and catching skills</p> <ul style="list-style-type: none"> I. Throws, catches, and kicks objects with somewhat awkward movements III. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy <p>PHYSICAL DEVELOPMENT—Fine Motor</p> <p>19. Controls small muscles in hands</p> <ul style="list-style-type: none"> I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination <p>20. Coordinates eye-hand movement</p> <ul style="list-style-type: none"> I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail <p>21. Uses tools for writing and drawing</p> <ul style="list-style-type: none"> 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>Chapter 1: “Physical Development: Gross Motor; Fine Motor” p. 20</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 9: “Art,” pp. 317–349</p> <p>Chapter 10: “Library,” pp. 351–379</p> <p>Chapter 11: “Discovery,” pp. 381–401</p> <p>Chapter 12: “Sand and Water,” pp. 403–421</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Chapter 14: “Cooking,” pp. 443–469</p> <p>Chapter 15: “Computers,” pp. 471–491</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Physical Development; “ “Connecting ___ With Curriculum Objectives: Physical Development”</p>

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<p>Learning Standard B: Analyze various movement concepts and applications.</p> <p>BENCHMARK 19.B.EC Coordinate movements to perform complex tasks.</p>	<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>Chapter 1: “Physical Development,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441 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>Learning Standard C: Demonstrate knowledge of rules, safety and strategies during physical activity.</p> <p>BENCHMARK 19.C.EC Follow simple safety rules while participating in activities.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <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 	<p>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 16: “Keeping Slides and Swings Safe,” p. 507</p>

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<p>STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</p>		
<p>Learning Standard A: Know and apply the principles and components of health-related fitness.</p> <p>BENCHMARK 20.A.EC Participate in developmental activities related to physical fitness.</p>	<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 	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522\</p>
<p>Learning Standard B: Assess individual fitness levels.</p> <p>BENCHMARK 20.B.EC Exhibit increased endurance.</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>Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522</p>

Illinois Early Learning Standards and Benchmarks	Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool
<p>STATE GOAL 21: Develop team-building skills by working with others through physical activity.</p>		
<p>Learning Standard A: Demonstrate individual responsibility during group physical activities.</p> <p>BENCHMARK 21.A.EC Follow rules and procedures when participating in group physical activities.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <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>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p>
<p>Learning Standard B: Demonstrate cooperative skills during structured group physical activity.</p> <p>BENCHMARK 21.B.EC Demonstrate ability to cooperate with others during group physical activities.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>12. Shares and respects the rights of others</p> <ul style="list-style-type: none"> 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 	<p>Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115</p> <p>Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Chapter 16: “Outdoors,” pp. 493–522</p>
<p>STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.</p>		
<p>Learning Standard A: Explain the basic principles of health promotion, illness prevention and safety.</p> <p>BENCHMARK 22.A.EC Participate in simple practices that promote healthy living and prevent illness.</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>Chapter 2: “Mealtimes,” pp. 89–91; “Rest Time,” pp. 91–92</p> <p>Chapter 14: “Cooking,” pp. 443–469</p>
<p>STATE GOAL 23: Understand human body systems and factors that influence growth and development.</p>		
<p>Learning Standard A: Describe and explain the structure and functions of human body systems and how they interrelate.</p> <p>BENCHMARK 23.A.EC Identify body parts and their functions.</p>	<p>There are no <i>Creative Curriculum</i>® objectives that align directly with this item.</p>	<p>Chapter 2: “Transition Times,” pp. 88–89</p> <p>Chapter 3: “Life Science,” pp. 143–144, 145</p> <p>Chapter 11: “Discovery,” pp. 381–401</p>

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<p>Learning Standard B: Explain the effects of health-related actions on the body systems.</p> <p>BENCHMARK 23.B.EC Act independently in caring for personal hygiene needs.</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>Chapter 2: “Transition Times,” pp. 88–89 Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401</p>
<p>STATE GOAL 24: Promote and enhance health and well being through the use of effective communication and decision-making skills.</p>		
<p>Learning Standard A: Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</p> <p>BENCHMARKS 24.A.ECa Use appropriate communication skills when expressing needs, wants and feelings. 24.A.ECb Use socially acceptable ways to resolve conflict.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>3. Recognizes own feelings and manages them appropriately</p> <ul style="list-style-type: none"> I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings <p>4. Stands up for rights</p> <ul style="list-style-type: none"> 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 <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>Chapter 2: “Creating a Classroom Community,” pp. 102–122, especially “Teaching Social Problem-Solving Skills,” pp. 110–115; “Responding to Challenging Behavior,” pp. 116–122</p>
<p>Learning Standard C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p> <p>BENCHMARK 24.C.EC Participate in activities to learn to avoid dangerous situations.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>2. Demonstrates appropriate trust in adults</p> <ul style="list-style-type: none"> 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) 	<p>Chapter 11: “Take-Aparts and Safety,” p. 390 Chapter 14: “Health and Safety Considerations in the Cooking Area,” pp. 450–452 Chapter 16: “Keeping Slides and Swings Safe,” p. 507; “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518</p>

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FINE ARTS		
STATE GOAL 25: Know the language of the arts.		
<p>Learning Standard A: Understand the sensory elements, organizational principles and expressive qualities of the arts.</p> <p>BENCHMARKS 25.A.ECa Dance: Investigate the elements of dance. 25.A.ECb Drama: Investigate the elements of drama. 25.A.ECc Music: Investigate the elements of music. 25.A.ECd Visual Arts: Investigate the elements of visual arts.</p>	There are no objectives in <i>The Creative Curriculum® Developmental Continuum</i> that align with this item.	<p>Chapter 3: “The Arts,” pp. 152–155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349 Chapter 13: “Music and Movement,” pp. 423–441</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Dramatic Play,” p. 13 “Enhancements to Interest Areas: Art,” p. 13 “Enhancements to Interest Areas: Music and Movement,” p. 13</p>
<p>Learning Standard B: Understand the similarities, distinctions and connections in and among the arts.</p> <p>BENCHMARK 25.B.EC Describe or respond to their own creative work or the creative work of others.</p>	There are no objectives in <i>The Creative Curriculum® Developmental Continuum</i> that align with this item.	<p>Chapter 3: “The Arts,” pp. 152–155; “Process Skills,” pp. 161–162 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349 Chapter 13: “Music and Movement,” pp. 423–441</p> <p>Literacy: The Creative Curriculum® Approach Chapter 3: “Supporting Children’s Language Learning,” pp. 73–77</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: The Arts,” p. 11</p>

Illinois Early Learning Standards and Benchmarks	Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool
<p>STATE GOAL 26: Through creating and performing, understand how works of art are produced.</p>		
<p>Learning Standard A: Understand processes, traditional tools and modern technologies used in the arts.</p> <p>BENCHMARKS</p> <p>26.A.ECa Dance: Participate in dance activities.</p> <p>26.A.ECb Drama: Participate in drama activities.</p> <p>26.A.Ecc Music: Participate in music activities.</p> <p>26.A.Ecd Visual Arts: Participate in the visual arts.</p>	<p>There are no objectives in <i>The Creative Curriculum® Developmental Continuum</i> that align with this item.</p>	<p>Chapter 3: “The Arts,” pp. 152–155 Chapter 3: “Technology,” pp. 156–160 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: The Arts,” p. 11 “Integrate Content Area Learning: Technology,” p. 11 “Enhancements to Interest Areas: Dramatic Play,” p. 13 “Enhancements to Interest Areas: Art,” p. 13 “Enhancements to Interest Areas: Music and Movement,” p. 13 “Enhancements to Interest Areas: Computers,” p. 13</p>
<p>Learning Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts.</p> <p>BENCHMARK</p> <p>26.B.EC Use creative arts as an avenue for self-expression.</p>	<p>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <p>I. Performs and labels actions associated with a role</p> <p>II. Offers a play theme and scenario</p> <p>III. Engages in elaborate and sustained role play</p> <p>36. Makes believe with objects</p> <p>I. Interacts appropriately with real objects or replicas in pretend play</p> <p>II. Uses substitute object or gesture to represent real object</p> <p>III. Uses make-believe props in planned and sustained play</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>Chapter 3: “The Arts,” pp. 152–155 Chapter 3: “Technology,” pp. 156–160 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 9: “Art,” pp. 317–349 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 15: “Computers,” pp. 471–491 Section in all Interest Area chapters: “What Children Learn in the ___ Area: The Arts” Section in all Interest Area chapters: “What Children Learn in the ___ Area: Technology”</p> <p>Literacy: The Creative Curriculum® Approach Chapter 3: “Talking, Singing, and Playing With Language,” pp. 70–78; “Supporting Children’s Story Retelling,” pp. 104–107; “Supporting Children’s Writing,” pp. 114–118</p> <p>The Creative Curriculum® Study Starters “Integrate Content Area Learning: The Arts,” p. 11 “Enhancements to Interest Areas: Dramatic Play,” p. 13 “Enhancements to Interest Areas: Art,” p. 13 “Enhancements to Interest Areas: Music and Movement,” p. 13</p>

Illinois Early Learning Standards and Benchmarks	Creative Curriculum® Goals, Objectives, and Developmental Steps	The Creative Curriculum® for Preschool
FOREIGN LANGUAGE		
STATE GOAL 28: Use the target language to communicate within and beyond the classroom setting.		
BENCHMARK 28.A.EC Maintain the native language for use in a variety of purposes.	There are no objectives in <i>The Creative Curriculum® Developmental Continuum</i> that align with this item.	Chapter 1: “Second Language Learners,” pp. 38–41 Chapter 4: “Teaching Second Language Learners,” pp. 181–183 Literacy: The Creative Curriculum® Approach Chapter 2: “Adaptations for English Language Learners,” pp. 62–65 Chapter 4: “Special Challenges in the Library Area,” pp. 142–143
STATE GOAL 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.		
BENCHMARK 30.A.EC Use and maintain the native language in order to build upon and develop transferable language and literacy skills.	There are no objectives in <i>The Creative Curriculum® Developmental Continuum</i> that align with this item.	Chapter 1: “Second Language Learners,” pp. 38–41 Chapter 4: “Teaching Second Language Learners,” pp. 181–183 Literacy: The Creative Curriculum® Approach Chapter 2: “Adaptations for English Language Learners,” pp. 62–65 Chapter 4: “Special Challenges in the Library Area,” pp. 142–143

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SOCIAL/EMOTIONAL DEVELOPMENT		
STATE GOAL 31: Develop an awareness of personal identity and positive self-concept.		
<p>Learning Standard A: Develop a positive self-concept.</p> <p>BENCHMARKS</p> <p>31.A.ECa Describe self by using several basic characteristics.</p> <p>31.A.ECb Exhibit eagerness and curiosity as a learner.</p> <p>31.A.ECc Exhibit persistence and creativity in seeking solutions to problems.</p> <p>31.A.ECd Show some initiative and independence in actions.</p> <p>31.A.ECe Use appropriate communication skills when expressing needs, wants and feelings.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>5. Demonstrates self-direction and independence</p> <p>I. Chooses and becomes involved in one activity out of several options</p> <p>II. Completes multiple tasks in a project of own choosing with some adult assistance</p> <p>III. Carves out and completes own task without adult assistance</p> <p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</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>24. Shows persistence in approaching tasks</p> <p>I. Sees simple tasks through to completion</p> <p>II. Continues to work on task even when encountering difficulties</p> <p>III. Works on task over time, leaving and returning to complete it</p>	<p>Chapter 1: “Social/Emotional Development,” pp. 18–19; “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26; “Individual Differences,” pp. 27–41</p> <p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88</p> <p>Chapter 3: “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Interacting With Children to Promote Learning,” pp. 175–178</p>

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<p>STATE GOAL 32: Demonstrate a respect and a responsibility for self and others.</p>		
<p>Learning Standard A: Perform effectively as an individual.</p> <p>BENCHMARKS</p> <p>32.A.ECa Begin to understand and follow rules.</p> <p>32.A.ECb Manage transitions and begin to adapt to change in routines.</p> <p>32.A.ECc Show empathy and caring for others.</p> <p>32.A.ECd Use the classroom environment purposefully and respectfully.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</p> <p>1. Shows ability to adjust to new situations</p> <p style="padding-left: 20px;">I. Treats arrival and departure as routine parts of the day</p> <p style="padding-left: 20px;">II. Accepts changes in daily schedules and routines</p> <p style="padding-left: 20px;">III. Functions with increasing independence in school</p> <p>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</p> <p>7. Respects and cares for classroom environment and materials</p> <p style="padding-left: 20px;">I. Uses materials in appropriate ways</p> <p style="padding-left: 20px;">II. Puts away used materials before starting another activity</p> <p style="padding-left: 20px;">III. Begins to take responsibility for care of the classroom environment</p> <p>8. Follows classroom routines</p> <p style="padding-left: 20px;">I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting</p> <p style="padding-left: 20px;">II. Understands and follows classroom procedures without prompting</p> <p style="padding-left: 20px;">III. Follows and understands the purpose of classroom procedures</p>	<p>Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101; “Daily Events,” pp. 82–92; “Taking Attendance,” pp. 82–83; “Using a Calendar,” p. 85; “Transition Times,” pp. 88–89; “The Daily Schedule,” pp. 92–97; “Developing Rules for a Classroom Community,” pp. 108–110</p>
<p>Learning Standard B: Perform effectively as a member of a group.</p> <p>BENCHMARKS</p> <p>32.B.ECa Engage in cooperative group play.</p> <p>32.B.ECb Begin to share materials and experiences and take turns.</p> <p>32.B.ECc Respect the rights of self and others.</p> <p>32.B.ECd Develop relationships with children and adults.</p>	<p>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</p> <p>10. Plays well with other children</p> <p style="padding-left: 20px;">I. Works/plays cooperatively with one other child</p> <p style="padding-left: 20px;">II. Successfully enters a group and plays cooperatively</p> <p style="padding-left: 20px;">III. Maintains an ongoing friendship with at least one other child</p> <p>12. Shares and respects the rights of others</p> <p style="padding-left: 20px;">I. With prompts, shares or takes turns with others</p> <p style="padding-left: 20px;">II. Shares toys or allows turn in response to another child’s request</p> <p style="padding-left: 20px;">III. Shares and defends the rights of others to a turn</p>	<p>Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Responding to Challenging Behavior,” pp. 116–122</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development; “ “Connecting ___ With Curriculum Objectives: Social/Emotional Development”</p>