

Alignment of The Tennessee Early Childhood Early Learning Developmental Standards With The Creative Curriculum® for Preschool and the Goals and Objectives of The Developmental Continuum for Ages 3–5

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 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, 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 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 for each objective. (Forerunners are not shown in this document.) The developmental steps give teachers a way to determine each child’s current development in relation to each objective. This information also allows teachers to decide what specific support and kinds of experiences will enable each child to further develop and learn.

Formatting note: The *Tennessee Early Childhood Early Learning Developmental Standards* arrange Learning Expectations by the children’s age—3–4 and 4–5—and identifies each age range with a page header. Instead of page headers, this Alignment has shaded boxes for the Expectations for children ages 3–4.

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References

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Tennessee Learning Expectations	<i>The Creative Curriculum® for Preschool</i>	<i>The Creative Curriculum® Developmental Continuum for Ages 3-5</i>
SECTION 1: SPEECH AND LANGUAGE DEVELOPMENT		
DOMAIN: LANGUAGE DEVELOPMENT		
AREA OF LEARNING: Communication		
AGE: 3 years to 4 years		
COMPONENT: Receptive Language		
Listens with understanding and interest to conversations, directions, music and a variety of reading materials	Chapter 1: “Language Development,” p. 22 Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Reading Books to Children,” pp. 370–373 Chapter 10: “Listening to Tapes With Children,” p. 374 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	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 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
Demonstrates understanding of conversations through own actions and responses to directions and questions	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 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: “Interacting With Children in the ___ Area”	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 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details

Tennessee Learning Expectations	<i>The Creative Curriculum® for Preschool</i>	<i>The Creative Curriculum® Developmental Continuum for Ages 3-5</i>
COMPONENT: Expressive Language		
Uses language for a variety of purposes	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Retelling Stories With Children,” p. 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 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 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding
Participates in conversations	Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 Chapter 3: “Comprehension,” pp. 129–130, 133 Section in all Interest Area chapters: “Interacting With Children in the ___ Area”	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
Uses conventions of speech while expressing ideas	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 3: “Comprehension,” pp. 129–130, 133 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
COMPONENT: Speech		
Speech is clear enough to be understood by most people	Chapter 1: “Language Development,” p. 22	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

AGE: 4 years to 5 years		
COMPONENT: Receptive Language		
Listens with understanding and interest to conversations, directions, music and a variety of reading materials	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86</p> <p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133</p> <p>Chapter 10: “Reading Books to Children,” pp. 370–373</p> <p>Chapter 10: “Listening to Tapes With Children,” p. 374</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>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>
COMPONENT: Expressive Language		
Uses language for a variety of purposes	<p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Chapter 10: “Retelling Stories With Children,” p. 373</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development”</p> <p>Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</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>
Uses conventions of speech while expressing ideas	<p>Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132</p> <p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</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>
Participates in conversations	<p>Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86</p> <p>Chapter 3: “Comprehension,” pp. 129–130, 133</p> <p>Section in all Interest Area chapters: “Interacting With Children in the ___ Area”</p>	<p>LANGUAGE DEVELOPMENT—Listening and Speaking</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>

Tennessee Learning Expectations	<i>The Creative Curriculum® for Preschool</i>	<i>The Creative Curriculum® Developmental Continuum for Ages 3-5</i>
COMPONENT: Speech		
Speaks clearly enough to be understood	Chapter 1: “Language Development,” p. 22	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
SECTION 2: EARLY LITERACY		
DOMAIN: COGNITIVE DEVELOPMENT		
AREA OF LEARNING: Early Literacy		
AGE: 3 years to 4 years		
COMPONENT: Verbal Expression and Communication		
Engages verbally with stories in books and movies	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 10: “Reading Books to Children,” pp. 370–373 Chapter 10: “Retelling Stories With Children,” p. 373 Chapter 10: “Listening to Tapes With Children,” p. 374	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
Uses more advanced sentence structure and varied vocabulary in verbal expression	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 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 feeling

Tennessee Learning Expectations	<i>The Creative Curriculum</i> ® for Preschool	<i>The Creative Curriculum</i> ® Developmental Continuum for Ages 3-5
COMPONENT: Listening and Understanding		
Listens attentively to stories, conversations, and explanations and demonstrates understanding	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Reading Books to Children,” pp. 370–373	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
Understands an increasingly complex and varied vocabulary for objects, attributes, actions, and events	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 3: “Process Skills: Communicating and Representing,” p. 162 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	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 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 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
COMPONENT: Phonological Awareness		
Initiates word play and likes rhymes and silly sounds and words	Chapter 3: “Phonological Awareness,” pp. 127–128, 132	LANGUAGE DEVELOPMENT—Listening and Speaking 38. Hears and discriminates the sounds of language
Completes a rhyme and recites at least three rhymes		I. Plays with words, sounds, and rhymes
Begins to detect the syllable structure (rhythm) of oral words		II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way
Begins to combine (blend) parts of compound words to make a whole word		III. Hears and repeats separate sounds in words; plays with sounds to create new words

Tennessee Learning Expectations	<i>The Creative Curriculum</i> ® for Preschool	<i>The Creative Curriculum</i> ® Developmental Continuum for Ages 3-5
COMPONENT: Print Awareness		
Demonstrates interest in books and what they contain	Chapter 3: "Literacy as a Source of Enjoyment," p. 131, 133 Chapter 10: "Reading Books to Children," pp. 370–373 Chapter 10: "Listening to Tapes With Children," p. 374	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
Understands how books work and the way they are handled	Chapter 3: "Knowledge of Print," p. 128, 132 Chapter 3: "Understanding Books and Other Texts," pp. 130–131, 133 Chapter 10: "Skills for Engaging With Books," pp. 365–366	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
Begins to attend to print in the environment, especially own name	Chapter 3: "Letters and Words," p. 129, 133 Chapter 10: "Understanding the Function and Value of Print," p. 366	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
Shows awareness that print conveys a message, that print is read rather than the pictures	Chapter 3: "Knowledge of Print," p. 128, 132 Chapter 10: "Recognizing That Written Words Are Symbols," 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
COMPONENT: Visual Discrimination		
Discriminates likenesses/ differences in real objects	Chapter 3: "Process Skills," pp. 161–162 Chapter 8: "Toys and Games," pp. 295–315	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 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

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Discriminates likenesses/ differences in pictured objects	Chapter 3: "Process Skills," pp. 161–162 Chapter 8: "Toys and Games," pp. 295–315 Chapter 10: "Reading Books to Children," pp. 370–373	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 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
COMPONENT: Visual Whole-Part-Whole Relationships		
Develops awareness of parts and wholes and how the parts relate to the whole	Chapter 3: "Geometry and Spatial Sense," pp. 136–137, 141 Chapter 8: "Toys and Games," pp. 295–315 Chapter 10: "Skills for Engaging With Books," pp. 365–366, especially "Recognizing That Written Words Are Symbols," p. 366	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space 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 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
COMPONENT: Visual Sequencing (Patterning)		
Uses left-to-right and top-to-bottom scanning and observes and reproduces each element in a pattern of 3-dimensional objects	Chapter 3: "Patterns and Relationships," p. 136, 140 Chapter 10: "Skills for Engaging With Books," especially "Understanding the Function and Value of Print," p. 366, "Recognizing That Written Words Are Symbols," p. 366, "Connecting Written Symbols With Sounds," p. 366, "Matching Words With the Printed Text," p. 366, "Recognizing Printed Words," p. 366 Chapter 15: "Computers," pp. 471–491	COGNITIVE DEVELOPMENT—Logical Thinking 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 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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COMPONENT: Letter Recognition		
Begins to recognize beginning letter of familiar words or environmental print	Chapter 3: "Letters and Words," p. 129, 133 Chapter 10: "Matching Words With the Printed Text," p. 366 Chapter 10: "Recognizing Printed Words," p. 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
Attempts to "write" his own name	Chapter 3: "Letters and Words," p. 129, 133 Chapter 10: "Developmental Steps in Writing," pp. 367–369	LANGUAGE DEVELOPMENT—Reading and Writing 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 LANGUAGE DEVELOPMENT—Reading and Writing 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
AGE: 4 years to 5 years		
COMPONENT: Listening and Understanding		
Understands story events and overall theme, and conversations	Chapter 3: "Comprehension," pp. 129–130, 133 Chapter 10: "Reading Books to Children," pp. 370–373 Chapter 10: "Listening to Tapes With Children," p. 374 Chapter 10: "Interacting With Children in the Library Area," pp. 370–375	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 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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Relates plot of story to self and own experiences	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 3: “Process Skills,” pp. 161–162 Chapter 10: “Reading Books to Children,” pp. 370–373 Chapter 10: “Listening to Tapes With Children,” p. 374 Chapter 10: “Interacting With Children in the Library Area,” pp. 370–375 Section in all Interest Area chapters: “What Children Learn in the Library Area: Literacy,” p. 362	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
Can organize more events and more complex events in sequential order	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 3: “Process Skills,” pp. 161–162	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 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
COMPONENT: Verbal Expression and Communication		
Engages in dialogue (conversation with others)	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: “Interacting With Children in the ___ Area”	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

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Organizes major steps of an event or story in sequential order	Chapter 3: “Comprehension,” pp. 129–130, 133 Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 10: “Retelling Stories With Children,” p. 373	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 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
Uses an increasingly complex and varied spoken vocabulary and sentence structure	Chapter 3: “Increased Vocabulary and Language,” pp. 126–127, 132 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
Asks many types of questions and responds correctly to many types of questions	Chapter 4: “Child-Initiated Learning,” pp. 173–174 Chapter 4: “Asking Children Open-Ended Questions,” pp. 177–178 Sections in all Interest Area chapters: “How ___ Promotes Development: Language Development;” “Connecting ___ With Curriculum Objectives: Language Development” Section in all Interest Area chapters: “Observing, Responding to, and Interacting With Children in the ___ Area”	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 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding
COMPONENT: Phonological Awareness		
Develops increasing sense of syllable structure in oral words	Chapter 3: “Phonological Awareness,” pp. 127–128, 132	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
Produces rhyming words		
Starts to develop an awareness of beginning sounds in words		
Continues to increase awareness of the syllable structure of oral words		

Tennessee Learning Expectations COMPONENT: Print Awareness	<i>The Creative Curriculum® for Preschool</i>	<i>The Creative Curriculum® Developmental Continuum for Ages 3-5</i>
Understands concept of spoken and written word and that alphabet letters have individual names	Chapter 3: “Letters and Words,” p. 129, 133 Chapter 10: “Recognizing That Written Words Are Symbols,” p. 366 Chapter 10: “Matching Words With the Printed Text,” 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 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
Shows interest in purposeful writing	Chapter 2: “Displaying and Labeling Materials,” pp. 65–67 Chapter 10: “Developmental Steps in Writing,” pp. 367–369 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy”	LANGUAGE DEVELOPMENT—Reading and Writing 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
Shows good understanding of conventions of print	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 3: “Understanding Books and Other Texts,” pp. 130–131, 133 Chapter 10: “Skills for Engaging With Books,” pp. 365–366	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
Demonstrates good word awareness, calls attention to print in the environment, and recognizes some common words	Chapter 3: “Knowledge of Print,” p. 128, 132 Chapter 3: “Letters and Words,” p. 129, 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

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Routinely engages in purposeful reading and writing	Chapter 3: “Literacy as a Source of Enjoyment,” p. 131, 133 Chapter 10: “Library,” pp. 351–379	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 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 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
COMPONENT: Visual Discrimination		
Discriminates likenesses and differences in black & white shapes, figures, and designs with subtle differences in detail or orientation	Chapter 3: “Process Skills,” pp. 161–162 Chapter 8: “Toys and Games,” pp. 295–315	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 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 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

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Discriminates likenesses and differences in symbols	Chapter 3: “Process Skills,” pp. 161–162 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 10: “Reading Books to Children,” pp. 370–373 Chapter 15: “Computers,” pp. 471–491	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 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 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
COMPONENT: Visual Whole-Part-Whole Relationships		
Further develops awareness of relationships of parts and wholes using more abstract figures	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 10: “Skills for Engaging With Books,” pp. 365–366, especially “Recognizing That Written Words Are Symbols,” p. 366	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space 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 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

Tennessee Learning Expectations	<i>The Creative Curriculum® for Preschool</i>	<i>The Creative Curriculum® Developmental Continuum for Ages 3-5</i>
COMPONENT: Visual Sequencing (Patterning)		
Uses left-to-right and top-to-bottom scanning; observes and reproduces a pattern with 3-dimensional objects by using a 2-dimensional paper model	Chapter 3: "Patterns and Relationships," p. 136, 140 Chapter 10: "Skills for Engaging With Books," especially "Understanding the Function and Value of Print," p. 366, "Recognizing That Written Words Are Symbols," p. 366, "Connecting Written Symbols With Sounds," p. 366, "Matching Words With the Printed Text," p. 366, "Recognizing Printed Words," p. 366 Chapter 15: "Computers," pp. 471–491	COGNITIVE DEVELOPMENT—Logical Thinking 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 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
COMPONENT: Letter Recognition		
Begins to recognize letters	Chapter 3: "Letters and Words," p. 129, 133 Chapter 10: "Matching Words With the Printed Text," p. 366 Chapter 10: "Recognizing Printed Words," p. 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
Begins to recognize frequently occurring uppercase and some of the most frequently occurring lowercase letters		

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SECTION 3: MATH AND SCIENCE		
DOMAIN: COGNITIVE DEVELOPMENT		
AREA OF LEARNING: Math		
AGE: 3 years to 4 years		
COMPONENT: Number and Operations		
Begins to identify and label objects using numbers	Chapter 3: “Number Concepts,” pp. 134–135, 140 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 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 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
COMPONENT: Patterns and Algebra		
Explores and begins to sort and classify objects	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 8: “Toys and Games,” pp. 295–315	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
Begins to identify, describe, and extend patterns	Chapter 3: “Patterns and Relationships,” p. 136, 140 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 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

Tennessee Learning Expectations	<i>The Creative Curriculum</i> ® for Preschool	<i>The Creative Curriculum</i> ® Developmental Continuum for Ages 3-5
COMPONENT: Measurement		
Begins to demonstrate understanding of time, length, weight, capacity and temperature	Chapter 3: "Measurement," pp. 137–138, 141 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421 Chapter 14: "Cooking," pp. 443–469	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 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
COMPONENT: Geometry and Spatial Sense		
Becomes aware of his body and personal space during active exploration of physical environment	Chapter 3: "Geometry and Spatial Sense," pp. 136–137, 141 Chapter 3: "Spaces and Geography," pp. 146–147, 150 Chapter 6: "Blocks," pp. 243–269 Chapter 13: "Music and Movement," pp. 423–441 Chapter 16: "Outdoors," pp. 493–522	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space 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
Begins to explore the size, shape, and spatial arrangement of real objects	Chapter 3: "Geometry and Spatial Sense," pp. 136–137, 141 Chapter 3: "Spaces and Geography," pp. 146–147, 150 Chapter 6: "Blocks," pp. 243–269 Chapter 8: "Toys and Games," pp. 295–315	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 32. Shows awareness of position in space 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

Tennessee Learning Expectations	<i>The Creative Curriculum® for Preschool</i>	<i>The Creative Curriculum® Developmental Continuum for Ages 3-5</i>
COMPONENT: Problem Solving and Analyzing Data		
Begins to develop foundation for linking concepts and procedures with active experiences	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141</p> <p>Chapter 3: “Process Skills,” pp. 161–162</p> <p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Chapter 6: “Blocks,” pp. 243–269</p> <p>Chapter 8: “Toys and Games,” pp. 295–315</p> <p>Chapter 11: “Discovery,” pp. 381–401</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—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>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>34. Uses numbers and counting</p> <p>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</p> <p>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)</p> <p>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>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>
AREA OF LEARNING: Science		
AGE: 3 years to 4 years		
COMPONENT: Life Science		
Observes surroundings in relation to knowledge and methods about life science	<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>

Tennessee Learning Expectations	<i>The Creative Curriculum</i> ® for Preschool	<i>The Creative Curriculum</i> ® Developmental Continuum for Ages 3-5
COMPONENT: Earth and Space Science		
Understands sequencing and time in relation to knowledge and methods about Earth and space	Chapter 2: “Using a Calendar,” p. 85 Chapter 2: “The Daily Schedule,” pp. 92–97 Chapter 3: “Earth and the Environment,” pp. 144, 145 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	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
COMPONENT: Physical Science		
Solves problems in relation to knowledge and methods about energy	Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	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 25. Explores cause and effect 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
AREA OF LEARNING: Math		
AGE: 4 years to 5 years		
COMPONENT: Number and Operations		
Begins to identify and label objects using numbers	Chapter 3: “Number Concepts,” pp. 134–135, 140 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
Develops understanding of numbers and their association with objects	Chapter 3: “Number Concepts,” pp. 134–135, 140 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

Tennessee Learning Expectations	<i>The Creative Curriculum® for Preschool</i>	<i>The Creative Curriculum® Developmental Continuum for Ages 3-5</i>
COMPONENT: Patterns and Algebra		
Explores and begins to sort and classify objects	Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 8: “Toys and Games,” pp. 295–315	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 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
Identifies, describes, and extends patterns	Chapter 3: “Patterns and Relationships,” p. 136, 140 Chapter 8: “Toys and Games,” pp. 295–315	COGNITIVE DEVELOPMENT—Logical Thinking 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
COMPONENT: Measurement		
Begins to demonstrate understanding of time, length, weight, capacity and temperature	Chapter 3: “Measurement,” pp. 137–138, 141 Chapter 11: “Discovery,” pp. 381–401 Chapter 12: “Sand and Water,” pp. 403–421 Chapter 14: “Cooking,” pp. 443–469	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
COMPONENT: Spatial Sense and Geometry		
Becomes aware of personal space during active exploration of physical environment	Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 3: “Spaces and Geography,” pp. 146–147, 150 Chapter 6: “Blocks,” pp. 243–269 Chapter 13: “Music and Movement,” pp. 423–441 Chapter 16: “Outdoors,” pp. 493–522	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space 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

Tennessee Learning Expectations	<i>The Creative Curriculum® for Preschool</i>	<i>The Creative Curriculum® Developmental Continuum for Ages 3-5</i>
<p>Explores and recognizes the size, shape, and spatial arrangement of real objects</p>	<p>Chapter 3: “Geometry and Spatial Sense,” pp. 136–137, 141 Chapter 3: “Spaces and Geography,” pp. 146–147, 150 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315</p>	<p>COGNITIVE DEVELOPMENT—Logical Thinking</p> <p>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>32. Shows awareness of position in space 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>
<p>COMPONENT: Problem Solving and Analyzing Data</p>		
<p>Begins to develop foundation for linking concepts and procedures with active experiences</p>	<p>Chapter 3: “Data Collection, Organization, and Representation,” pp. 138–139, 141 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 6: “Blocks,” pp. 243–269 Chapter 8: “Toys and Games,” pp. 295–315 Chapter 11: “Discovery,” pp. 381–401 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—Learning and Problem Solving</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>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>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</p> <p>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</p>

Tennessee Learning Expectations	<i>The Creative Curriculum</i> ® for Preschool	<i>The Creative Curriculum</i> ® Developmental Continuum for Ages 3-5
AREA OF LEARNING: Science		
AGE: 4 years to 5 years		
COMPONENT: Life Science		
Recognizes that living things are made up of parts	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Caring for Living Things,” pp. 500–501 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519	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 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
Recognizes that people use their 5 senses to explore their environment	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Chapter 16: “Caring for Living Things,” pp. 500–501 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519	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
Recognizes that living things live in different environments	Chapter 3: “Life Science,” pp. 143–144, 145 Chapter 11: “Discovery,” pp. 381–401 Section in all Interest Area chapters: “What Children Learn in the ___ Area: Science”	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

Tennessee Learning Expectations	<i>The Creative Curriculum® for Preschool</i>	<i>The Creative Curriculum® Developmental Continuum for Ages 3-5</i>
COMPONENT: Earth and Space Science		
Recognizes the concept of day and night	Chapter 2: "Using a Calendar," p. 85 Chapter 2: "The Daily Schedule," pp. 92–97	COGNITIVE DEVELOPMENT—Logical Thinking 28. Compares/measures
Recognizes daily weather conditions	Chapter 3: "Earth and the Environment," pp. 144, 145	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
Recognizes that time and temperature can be measured with a clock and thermometer	Chapter 11: "Discovery," pp. 381–401 Chapter 16: "Nurturing Children's Appreciation for the Natural Environment," pp. 518–519 Section in all Interest Area chapters: "What Children Learn in the ___ Area: Science"	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
Recognizes a variety of earth materials by their observable properties (rocks, sand, dirt)	Chapter 3: "Earth and the Environment," pp. 144, 145 Chapter 11: "Discovery," pp. 381–401 Chapter 12: "Sand and Water," pp. 403–421	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 25. Explores cause and effect 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
Classifies materials by their elements	Chapter 3: "Earth and the Environment," pp. 144, 145 Chapter 11: "Discovery," pp. 381–401	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 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

Tennessee Learning Expectations COMPONENT: Physical Science	<i>The Creative Curriculum[®] for Preschool</i>	<i>The Creative Curriculum[®] Developmental Continuum for Ages 3-5</i>
Recognizes the basic concept that forces can move objects.	Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 3: “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: Science”	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect 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 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
Recognizes that objects have observable properties that can change over time and under different conditions	Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 3: “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: Science”	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 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
Recognizes that the sun gives us light	Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 11: “Discovery,” pp. 381–401	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

Tennessee Learning Expectations	<i>The Creative Curriculum® for Preschool</i>	<i>The Creative Curriculum® Developmental Continuum for Ages 3-5</i>
Recognizes that sound is produced when two objects collide	Chapter 3: “Physical Science,” pp. 142–143, 145 Chapter 11: “Discovery,” pp. 381–401	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 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
SECTION 4: SOCIAL STUDIES		
DOMAIN: COGNITIVE/ SOCIAL-EMOTIONAL		
AREA OF LEARNING: Social Studies		
AGE: 3 years to 4 years		
COMPONENT: Human Interactions/Culture		
Discriminates individual, culture and community	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 5: “Appreciating Family Differences,” pp. 212–213 Chapter 7: “Dramatic Play,” pp. 271–293	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
Develops growing awareness of jobs and what is required to perform them	Chapter 2: “A System for Classroom Jobs,” pp. 73–74 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
Begins to understand the reason for 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

Tennessee Learning Expectations	<i>The Creative Curriculum</i> [®] for Preschool	<i>The Creative Curriculum</i> [®] Developmental Continuum for Ages 3-5
COMPONENT: History		
Identifies Common Events and Routines	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “Transition Times,” pp. 88–89; “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
Begins to categorize time intervals	Chapter 2: “Using a Calendar,” p. 85 Chapter 2: “The Daily Schedule,” pp. 92–97 Chapter 3: “People and the Past,” p. 149, 151	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
Recognizes the changes in environment	Chapter 3: “People and the Environment,” p. 148, 151 Chapter 16: “Weather Considerations,” p. 509 Chapter 16: “Interacting With Children Outdoors,” pp. 517–520 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519	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
AGE: 4 years to 5 years		
COMPONENT: Human Interactions/Culture		
Discriminates individual, culture and community	Chapter 1: “Individual Differences,” pp. 27–41 Chapter 5: “Appreciating Family Differences,” pp. 212–213 Chapter 7: “Dramatic Play,” pp. 271–293	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
Develops growing awareness of jobs and what is required to perform them	Chapter 2: “A System for Classroom Jobs,” pp. 73–74 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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Begins to understand the reason for 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
COMPONENT: History		
Identifies common events and routines	Chapter 2: “Establishing a Structure for Each Day,” pp. 82–101, especially “Daily Events,” pp. 82–92; “Transition Times,” pp. 88–89; “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
Begins to categorize time intervals	Chapter 2: “Using a Calendar,” p. 85 Chapter 2: “The Daily Schedule,” pp. 92–97 Chapter 3: “People and the Past,” p. 149, 151	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
Recognizes the changes in environment	Chapter 3: “People and the Environment,” p. 148, 151 Chapter 16: “Weather Considerations,” p. 509 Chapter 16: “Interacting With Children Outdoors,” pp. 517–520 Chapter 16: “Nurturing Children’s Appreciation for the Natural Environment,” pp. 518–519	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

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<p>COMPONENT: Geography</p> <p>Begins to express and understand concepts and language of geography in the context of her classroom, home and community</p>	<p>Chapter 3: “Spaces and Geography,” pp. 146–147, 150</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</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>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>COMPONENT: Geography and Economics</p>		
<p>Begins to understand that people need food, clothing, shelter</p>	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150</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>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>COMPONENT: Economics</p>		
<p>Begins to understand what services the community workers provide</p>	<p>Chapter 3: “People and How They Live,” pp. 147–148, 150</p> <p>Chapter 3: “People and the Past,” p. 149, 151</p> <p>Chapter 7: “Dramatic Play,” pp. 271–293</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 and those who may not

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Begins to understand the concept of money	Chapter 3: "Measurement," pp. 137–138, 141 Chapter 3: "People and How They Live," pp. 147–148, 150 Chapter 7: "Dramatic Play," pp. 271–293	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 COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 36. Makes believe with objects 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
SECTION 5: CREATIVE ARTS		
DOMAIN: COGNITIVE/ Social-Emotional		
AREA OF LEARNING: Creative Arts		
AGE: 3 years to 4 years		
COMPONENT: Music		
Responds to sounds	Chapter 3: "Music," p. 153, 155	COGNITIVE DEVELOPMENT—Learning and Problem Solving 25. Explores cause and effect 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
Uses sounds		
COMPONENT: Art		
Focuses on and shows fascination for fun things	Chapter 3: "Visual Arts," p. 154, 155 Chapter 9: "Art," pp. 317–349	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 COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 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

Tennessee Learning Expectations	<i>The Creative Curriculum® for Preschool</i>	<i>The Creative Curriculum® Developmental Continuum for Ages 3-5</i>
Scribbles and paints	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340	PHYSICAL DEVELOPMENT—Fine Motor 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
Uses a variety of art materials for tactile experience and exploration	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “What Children Learn in the Art Area,” pp. 334–335 Chapter 9: “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340	PHYSICAL DEVELOPMENT—Fine Motor 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 COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking 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
Responds to artistic creations or events	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Observing, Responding to, and Interacting With Children in the Art Area,” pp. 337–346 Chapter 9: “Talking With Children About Their Art,” pp. 342–344 Chapter 9: “Nurturing Children’s Appreciation of Art,” p. 345	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

Tennessee Learning Expectations	<i>The Creative Curriculum</i> ® for Preschool	<i>The Creative Curriculum</i> ® Developmental Continuum for Ages 3-5
COMPONENT: Movement and Dramatic Play		
Controls body to participate in creative movement and drama	Chapter 3: "Dance," p. 152, 155 Chapter 3: "Drama," pp. 153–154, 155 Chapter 7: "Dramatic Play," pp. 271–293 Chapter 13: "Music and Movement," pp. 423–441	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space 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 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
Begins to purposefully act on his environment	Chapter 3: "Drama," pp. 153–154, 155 Chapter 7: "Dramatic Play," pp. 271–293	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 36. Makes believe with objects 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
AGE: 4 years to 5 years		
COMPONENT: Music		
Responds to sounds	Chapter 3: "Music," p. 153, 155 Chapter 13: "Music and Movement," pp. 423–441	COGNITIVE DEVELOPMENT—Learning and Problem Solving
Uses sounds		25. Explores cause and effect 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

Tennessee Learning Expectations	<i>The Creative Curriculum</i> ® for Preschool	<i>The Creative Curriculum</i> ® Developmental Continuum for Ages 3-5
<p>COMPONENT: Art</p> <p>Focuses on and shows fascination for fun things</p>	<p>Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Art,” pp. 317–349</p>	<p>COGNITIVE DEVELOPMENT—Learning and Problem Solving</p> <p>24. Shows persistence in approaching tasks</p> <ul style="list-style-type: none"> 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 <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>Scribbles and paints</p>	<p>Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340</p>	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <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>Uses a variety of art materials for tactile experience and exploration</p>	<p>Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “What Children Learn in the Art Area,” pp. 334–335 Chapter 9: “Stages in Painting, Drawing, and Using Other Art Materials,” pp. 337–340</p>	<p>PHYSICAL DEVELOPMENT—Fine Motor</p> <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>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

Tennessee Learning Expectations	<i>The Creative Curriculum® for Preschool</i>	<i>The Creative Curriculum® Developmental Continuum for Ages 3-5</i>
Responds to artistic creations or events	Chapter 3: “Visual Arts,” p. 154, 155 Chapter 9: “Observing, Responding to, and Interacting With Children in the Art Area,” pp. 337–346 Chapter 9: “Talking With Children About Their Art,” pp. 342–344 Chapter 9: “Nurturing Children’s Appreciation of Art,” p. 345	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
COMPONENT: Movement and Dramatic Play		
Controls body to participate in creative movement and drama	Chapter 3: “Dance,” p. 152, 155 Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293 Chapter 13: “Music and Movement,” pp. 423–441	COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space 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 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
Begins to purposefully act on the environment	Chapter 3: “Drama,” pp. 153–154, 155 Chapter 7: “Dramatic Play,” pp. 271–293	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 36. Makes believe with objects 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

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SECTION 6: SOCIAL-EMOTIONAL DEVELOPMENT		
DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT		
AREA OF LEARNING: Approaches to Learning		
AGE: 3 years to 4 years		
COMPONENT: Self Concept		
Shows greater comfort with independence and increased feelings of self-worth	Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 1: “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds,” pp. 23–26 Chapter 2: “Choice Time,” pp. 87–88	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 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
Shows positive self-esteem	Chapter 2: “Building a Relationship With Each Child,” pp. 103–105 Chapter 2: “Validate Children’s Accomplishments and Progress,” pp. 104–105 Chapter 2: “Helping Children to Make Friends,” pp. 105–106	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 and those who may not 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
Verbalizes feelings, needs, and wants	Chapter 2: “Coaching Children on How to Be Assertive,” p. 120	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

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COMPONENT: Self Control		
Manages own behavior with increasing skill	Chapter 1: “Social/Emotional Development,” pp. 18–19 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 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
Gains control over impulses	Chapter 2: “Responding to Challenging Behavior,” pp. 116–122, especially “Helping Children to Regain Control,” pp. 121–122	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 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
Shows willingness to follow simple 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
COMPONENT: Cooperation		
Engages in cooperative play with other children	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 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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Shows increasing ability to understand the feelings of other children	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 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
Shows increasing willingness to work out problems with peers	Chapter 2: “Coaching Children on How to Be Assertive,” p. 120	SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 13. Uses thinking skills to resolve conflicts 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
Is willing to participate in group activities	Chapter 1: “Social/Emotional Development,” pp. 18–19 Chapter 2: “Daily Events,” pp. 82–92, especially “The Daily Schedule,” pp. 92–97 Chapter 2: “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86 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 Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development;” “Connecting ___ With Curriculum Objectives: Social/Emotional Development”	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

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AGE: 4 years to 5 years		
COMPONENT: Self Concept		
Uses words and seeks adult help when needed to resolve conflicts	Chapter 1: "Social/Emotional Development," pp. 18–19 Chapter 2: "Building a Relationship With Each Child," pp. 103–105 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 SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior 13. Uses thinking skills to resolve conflicts 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
COMPONENT: Cooperation		
Participates in the group life of the class	Chapter 1: "Social/Emotional Development," pp. 18–19 Chapter 2: "Large-Group Time," pp. 84–85; "Small-Group Time," p. 86 Chapter 2: "Establishing a Structure for Each Day," pp. 82–101, especially "Daily Events," pp. 82–92, "The Daily Schedule," pp. 92–97 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 Sections in all Interest Area chapters: "How ____ Promotes Development: Social/Emotional Development;" "Connecting ____ With Curriculum Objectives: Social/Emotional Development"	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 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
COMPONENT: Self Control		
Demonstrates self confidence	Chapter 2: "Choice Time," pp. 87–88	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

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Follows simple classroom rules and routines and uses classroom materials carefully	Chapter 2: “Displaying and Labeling Materials,” pp. 65–67 Chapter 2: “Developing Rules for a Classroom Community,” pp. 108–110 Chapter 11: “Take-Aparts and Safety,” p. 390 Chapter 16: “Encouraging Children to Explore and Take Risks Carefully,” p. 517–518	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 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
Shows empathy and caring for others	Chapter 2: “Promoting Positive Relationships in the Classroom,” pp. 102–108	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
COMPONENT: Management of Self Within the Learning Environment		
Shows eagerness and curiosity as a learner	Chapter 2: “Choice Time,” pp. 87–88 Chapter 3: “Process Skills,” pp. 161–162 Chapter 4: “Child-Initiated Learning,” pp. 173–174	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
Shows some self direction	Chapter 2: “Choice Time,” pp. 87–88 Chapter 4: “Child-Initiated Learning,” pp. 173–174	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

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Attends to task and seeks help when encountering a problem	Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178	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
Approaches tasks with flexibility and inventiveness	Chapter 4: “Interacting With Children to Promote Learning,” pp. 175–178	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

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SECTION 7: PHYSICAL DEVELOPMENT		
DOMAIN: PHYSICAL DEVELOPMENT		
AGE: 3 years to 4 years		
AREA OF LEARNING: Gross Motor		
COMPONENT: Movement and Coordination		
Moves with enough control to perform more complex tasks	<p>Chapter 1: “Physical Development: Gross Motor,” p. 20</p> <p>Chapter 3: “Technology: Basic Operations and Concepts,” p. 157, 160</p> <p>Chapter 3: “Technology Tools,” p. 158, 160</p> <p>Chapter 13: “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424</p> <p>Chapter 16: “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494</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>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

Tennessee Learning Expectations	<i>The Creative Curriculum</i> [®] for Preschool	<i>The Creative Curriculum</i> [®] Developmental Continuum for Ages 3-5
AREA OF LEARNING: Fine Motor		
COMPONENT: Fine Motor		
Uses hands with increasing control and precision for a variety of purposes	Chapter 1: "Physical Development: Fine Motor," p. 20 Chapter 3: "Technology: Basic Operations and Concepts," p. 157, 160 Chapter 3: "Technology Tools," p. 158, 160 Chapters 6, 7, 8, 9, 10, 11, 12, 14, 15: "How Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Cooking, and Computers Promote Physical Development: Fine Motor," pp. 243–244, 271–272, 295–296, 317–318, 351–352, 381–382, 403–404, 443–444, 471–472	PHYSICAL DEVELOPMENT—Fine Motor 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 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 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
AREA OF LEARNING: Health and Safety		
COMPONENT: Self-Help and Safety		
Begins to perform self-help skills independently	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 Chapter 2: "Mealtimes," pp. 89–91 Chapter 2: "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
Follows basic health and safety rules	Chapter 2: "Developing Rules for a Classroom Community," pp. 108–110 Chapter 16: "Keeping Slides and Swings Safe," p. 507	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

Tennessee Learning Expectations	<i>The Creative Curriculum</i> ® for Preschool	<i>The Creative Curriculum</i> ® Developmental Continuum for Ages 3-5
AGE: 4 years to 5 years		
AREA OF LEARNING: Gross Motor		
COMPONENT: Movement and Coordination		
Moves with balance and control to perform simple, large motor tasks	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494	PHYSICAL DEVELOPMENT—Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving 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 16. Climbs up and down 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
Coordinates movements to perform more complex tasks	Chapter 1: “Physical Development: Gross Motor,” p. 20 Chapter 13: “How Music and Movement Promote Physical Development: Gross Motor,” pp. 423–424 Chapter 16: “How Outdoor Play Promotes Physical Development: Gross Motor,” pp. 493–494	PHYSICAL DEVELOPMENT—Gross Motor 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills 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

Tennessee Learning Expectations	<i>The Creative Curriculum</i> ® for Preschool	<i>The Creative Curriculum</i> ® Developmental Continuum for Ages 3-5
AREA OF LEARNING: Fine Motor		
COMPONENT: Fine Motor		
Uses strength and control to perform simple fine motor tasks	Chapter 1: "Physical Development: Fine Motor," p. 20 Chapter 3: "Technology: Basic Operations and Concepts," p. 157, 160 Chapter 3: "Technology Tools," p. 158, 160 Chapters 6, 7, 8, 9, 10, 11, 12, 14, 15: "How Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Cooking, and Computers Promote Physical Development: Fine Motor," pp. 243–244, 271–272, 295–296, 317–318, 351–352, 381–382, 403–404, 443–444, 471–472	PHYSICAL DEVELOPMENT—Fine Motor 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 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
Uses eye-hand coordination to perform fine motor tasks		PHYSICAL DEVELOPMENT—Fine Motor 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
AREA OF LEARNING: Health Practices		
COMPONENT: Personal and Social Responsibility		
Performs some self-help skills independently	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 Chapter 2: "Mealtimes," pp. 89–91 Chapter 2: "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
Follows basic health and safety rules	Chapter 2: "Developing Rules for a Classroom Community," pp. 108–110 Chapter 16: "Keeping Slides and Swings Safe," p. 507	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