

SOCIAL-EMOTIONAL	
1. Regulate one emotions and behavior	
a. Manage feelings	
b. Follow rules and expectations	
c. Take care of one needs appropriately	
2. Establish and sustain positive relationships	
a. Form relationships with adults	
b. Respond to emotional cues	
c. Interacts with peers	
d. Make friends	
3. Participates cooperatively and constructively in group situations	
a. Balances needs and rights of self and others	
b. Solves social problems	
MATHEMATICS	
4. Demonstrates counting skills	
5. Demonstrates following skills	
6. Demonstrates gross motor transportation skills	
7. Demonstrates fine motor strength and coordination	
a. Uses fingers and hands	
b. Uses writing and drawing tools	

LANGUAGE	
8. Listen to and understand increasingly complex language	
a. Comprehends language	
b. Follows directions	
9. Uses language to express thoughts and needs	
a. Uses an expanding expressive vocabulary	
b. Speaks clearly	
c. Uses conversational grammar	
d. Tells about another time or place	
10. Uses appropriate conversational and other communication skills	
a. Engages in conversations	
b. Uses social rules of language	
COGNITIVE	
11. Demonstrates positive approaches to learning	
a. Attends and engages	
b. Focuses	
c. Solves problems	
d. Shows curiosity and motivation	
e. Shows flexibility and inventiveness in thinking	
12. Remembers and connects experiences	
a. Recognizes and recalls	
b. Makes connections	
13. Uses classification skills	
14. Uses symbols and images to represent something not present	
a. Tracks symbols	
b. Engages in imaginative play	

LITERACY	
15. Demonstrates phonological awareness, phonics skills, and word recognition	
a. Notices and discriminates rhyme	
b. Notices and discriminates alliteration	
c. Notices and discriminates decodable units of sound	
d. Applies phonics rules and knowledge of sound structure to decode text	
16. Demonstrates knowledge of the alphabet	
a. Identifies and names letters	
b. Identifies letter sound correspondences	
17. Demonstrates knowledge of print and its uses	
a. Uses and appreciates books and other texts	
b. Uses print concepts	
18. Comprehends and responds to texts and other texts	
a. Interacts during reading experiences (book conversations and text reflections)	
b. Uses emergent reading skills	
c. Reads stories and recounts events from informational texts	
d. Uses context clues to read and comprehend texts	
e. Reads fluently	
19. Demonstrates writing skills	
a. Writes name	
b. Writes to convey meaning	
c. Writes using conventions	

MATHEMATICS	
20. Uses number concepts and operations	
a. Counts	
b. Quantifies	
c. Connects numbers with their quantities	
d. Understands and uses place value and base ten	
e. Applies properties of mathematical operations and relationships	
f. Applies number combinations and mental number strategies in mathematical operations	
21. Explains and describes spatial relationships and shapes	
a. Understands spatial relationships	
b. Understands shapes	
22. Compares and measures	
a. Measures objects	
b. Measures time and money	
c. Represents and analyzes data	
23. Demonstrates knowledge of patterns	
SCIENCE AND TECHNOLOGY	
24. Uses scientific inquiry skills	
25. Demonstrates knowledge of the characteristics of living things	
26. Demonstrates knowledge of the physical properties of objects and materials	
27. Demonstrates knowledge of Earth's environment	
28. Uses tools and other technology to perform tasks	
SOCIAL STUDIES	
29. Demonstrates knowledge about self	
30. Shows basic understanding of people and how they live	
31. Explains change relative to familiar people or places	
32. Demonstrates simple geographic knowledge	
FINE ARTS	
33. Explains the visual arts	
34. Explains musical concepts and expression	
35. Explains dance and movement concepts	
36. Explains drama through action and language	
ENGLISH LANGUAGE ACQUISITION	
37. Demonstrates progress in listening to and understanding English	
38. Demonstrates progress in speaking English	



Creative Curriculum Objectives For Toddlers

Moncrieff Cochran, Rebecca S. New



Creative Curriculum Objectives For Toddlers:

A Journal for Using the Creative Curriculum for Infants & Toddlers Amy Laura Dombro, Laura Jean Colker, Diane Trister Dodge, 1998 The Journal goes through the Curriculum chapter by chapter asking you to relate what you learn to your own situation Icons and margin notes guide you The Journal can serve as the basis of discussion at staff meetings or family child care association meetings in courses or one on one dialogues with colleagues or a mentor Page 1 **The Creative**

Curriculum for Infants & Toddlers Amy Laura Dombro, Laura Jean Colker, Diane Trister Dodge, 1997 Stemming from the core idea that infant and toddler care should be based on building relationships this curriculum provides a foundation for staff development Section 1 Why a Curriculum for Infants and Toddlers examines key quality indicators discusses curriculum components describes how to use it to make decisions throughout a typical day and presents goals and objectives for caregivers Section 2 Who's Who in a Quality Program focuses on building relationships with children and their families child development in the first three years stages of parenthood special family concerns related to child care cultural influences involving men in child care and building a community support network Section 3 Putting Quality into Action The Big Picture focuses on six components of quality planning and evaluating individualizing the program creating a welcoming environment ensuring children's safety promoting children's health and guiding children's behavior Section 4 Putting Quality into Action Routines Day by Day examines the daily routines of greetings diapering and toileting eating and mealtimes sleeping and naptime and getting dressed and offers suggestions for helping children learn through the routines Section 5 Putting Quality into Action Activities Day by Day considers how to set the stage and promote play and learning in toy play art imitation and pretend stories and books tasting and preparing food sand and water play music and movement activities and outdoor play Appendices include a self assessment for caregivers safety and health checklists a recommended immunization schedule and intervention and supplemental resources KDFB **The Creative Curriculum for Infants, Toddlers & Twos** Diane Trister

Dodge, Sherrie Rudick, Kai-leé Berke, Amy Laura Dombro, 2006 Helps teachers appreciate and find joy in the everyday discoveries that delight a child and helps them to thoughtfully observe and use what they learn to respond to children's interests and needs *The Creative Curriculum for Early Childhood* Diane Trister Dodge, Marilyn Goldhammer, Laura Jean Colker, 1988 This curriculum guide for teachers of young children provides a framework that sets forth the program's philosophy goals and objectives for children as well as guidelines for teaching that address all aspects of a child's development socio emotional cognitive and physical It attempts to offer teachers the guidance support and freedom to be creative and spontaneous with children The curriculum focuses on helping the teacher provide a rich carefully organized environment with opportunities for developmentally appropriate activities After a general description of 1 the philosophy and theory underlying the curriculum 2 the goals and objectives 3 the physical environment 4 the teacher's role 5 planning the daily program and 6 the parent's role the curriculum focuses on interest areas and describes in detail what and how children

learn and the teacher's role in using each of the interest centers. These centers include blocks, house, corner, table, toys, art, sand and water, library, corner and outdoors. Two appendices include sample letters to parents and audiovisual resources for the curriculum. **PCB Curriculum in Early Childhood Education** Jennifer J. Mueller, Nancy File, 2019-06-18. Curriculum in Early Childhood Education Re-examined, Reclaimed, Renewed critically and thoroughly examines key questions, aims, and approaches in early childhood curricula. Designed to provide a theoretical and philosophical foundation for examining teaching and learning in the early years, this fully updated and timely second edition provokes discussion and analysis among all readers. What influences operate both historically and currently to impact what happens in young children's classrooms? Whose perspectives are dominant and whose are ignored? What values are explicit and implicit? Each chapter gives readers a starting point for re-examining key topics, encourages a rich exchange of ideas in the university classroom, and provides a valuable resource for professionals. This second edition has been fully revised to reflect the current complexities and tensions inherent in curricular decision making and features attention to policy, standardization, play, and diversity, providing readers with historical context, current theories, and new perspectives for the field. Curriculum in Early Childhood Education is essential reading for those seeking to examine curriculum in early childhood and develop a stronger understanding of how theories and philosophies intersect with the issues that accompany the creation and implementation of learning experiences.

The Wiley Handbook of Early Childhood Care and Education Christopher P. Brown, Mary Benson McMullen, Nancy File, 2019-01-28. The essential resource to the issues surrounding childhood care and education with contributions from noted experts. The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource that offers a review of the historical aspects, best practices, and the future directions of the field. With contributions from noted experts in the field, the book contains 30 interdisciplinary essays that explore in depth the central issues of early childhood care and education. The handbook presents a benchmark reference to the basic knowledge, effective approaches to use with young children, curriculum design, professional development, current policies, and other critical information. The expert contributors address the myriad complex policy and practice issues that are most relevant today. The essays provide insight into topics such as child development and diversity, the sociocultural process of child development, the importance of the home environment in the lives of young children, early childhood special education, teaching and learning, literacy, and much more. This important resource presents a comprehensive synopsis of the major components of the field of early childhood care and education. Contains contributions from leading scholars, researchers, and experts in the field. Offers the foundational knowledge and practices for working with young children. Puts the focus on how early childhood works and presents an understanding of culture as a foundational component of both child development and early childhood education. Written for academic scholars, researchers, advocates, policymakers, and students of early childhood care and education. The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource to the major issues for dealing with childhood care and education.

with contributions from noted scholars in the field Early Childhood Education Moncrieff Cochran, Rebecca S. New, 2007-01-30 Early childhood education has reached a level of unprecedented national and international focus Parents policy makers and politicians have opinions as well as new questions about what how when and where young children should learn Teachers and program administrators now find curriculum discussions linked to dramatic new understandings about children s early learning and brain development Early childhood education is also a major topic of concern internationally as social policy analysts point to its role in a nation s future economic outlook As a groundbreaking contribution to its field this four volume handbook discusses key historical and contemporary issues research theoretical perspectives national policies and practices Redleaf Family Child Care Curriculum, Third Edition Sharon Woodward, Bisa Batten Lewis, 2025-11-11 Over 200 developmentally appropriate learning experiences to choose from The Redleaf Family Child Care Curriculum third edition provides the same user friendly format you trust with new content and ideas for hundreds of creative and inclusive learning experiences Activities are organized by age and developmental domain physical and motor cognitive communication and language social emotional and approaches to learning This easy to use reference allows you to make choices based on the needs of the children in your care The book contains a complete curriculum for a successful family child care program that promotes the healthy development of infants toddlers and preschool and school age children in a caring nurturing environment The updated curriculum now includes New sections on caring for school age children before and after school and during school breaks New research and best practices for supporting dual language learners as well as children with diagnosed disabilities or additional support needs Enhanced strategies and information for working with families and being culturally responsive Enrich your program and support children s early learning with best practices and activities designed specifically for family child care professionals **A Guide for Supervisors and Trainers on Implementing the Creative Curriculum for Early Childhood** Diane Trister Dodge, 1993 This guide is designed for early childhood educators who are helping their staffs implement the Creative Curriculum for Early Childhood a curriculum that is based on child development theory and is developmentally appropriate for preschool and kindergarten children A carefully organized and rich environment serves as the focus of this curriculum Part 1 of the guide contains three sections discussing respectively 1 reasons for introducing the new curriculum 2 support and encouragement of staff development during curriculum implementation and 3 the use of classroom visits by supervisors as a way to provide technical assistance to staff and to fine tune the program Part 2 offers workshop outlines and handouts for conducting staff development sessions This part contains 12 sections the first of which suggests workshop strategies for trainers while the second outlines a workshop that provides staff with an understanding and appreciation of the curriculum s child development focus The following 10 sections each describe workshops devoted to a particular topic 1 blocks 2 house corner dramatic play 3 table toys 4 art 5 sand and water 6 the library 7 music and movement 8 cooking 9 computers and 10 the outdoors Each workshop emphasizes the value of its

topic area to child development through exercises activities discussions and handouts Two appendices provide a copy of the Creative Curriculum Self Assessment and Observation Form and staff development forms TJQ **Young Children** ,2001

Connecting Content, Teaching, and Learning Diane Trister Dodge,Laura Jean Colker,Cate Heroman,2000-01-01 The Creative Curriculum for early childhood education is a teaching framework that addresses children s emotional cognitive and physical development This supplement to the Creative Curriculum is designed to enhance teachers effectiveness in understanding how content is linked to teaching and learning in a developmentally appropriate curriculum and to explain to parents administrators funders and the public how and what children are learning Chapter 1 of the book Curriculum Goals and Objectives defines the revised goals and objectives and shows what growth to expect in 3 to 5 year olds including those not at a typical level of development Chapter 2 How Content Standards Can Broaden Curriculum provides an overview of key components of national and state standards in each subject area literacy mathematics science social studies the arts and technology This chapter illustrates the connection between content standards and the goals and objectives and gives examples of how teachers promote learning in the context of everyday classroom experiences Chapter 3 Returning to the Curriculum focuses on the environmental approach to curriculum offering concrete ideas on how to set up an environment and help children learn This chapter also examines how teachers use interest areas and studies to promote learning and how to individualize the curriculum The supplement s five appendices include a copy of the curriculum goals and objectives the Creative Curriculum developmental continuum detailed information on gross motor development a planning form for individualizing and charts for aligning individual program requirements with the content standards and the Creative Curriculum KB The Creative Curriculum for Preschool: The creative curriculum developmental continuum for ages 3-5 : individual child profile (2001) Diane Trister Dodge,Laura Jean Colker,Cate Heroman,Teaching Strategies, Inc,2001 The goals and objectives of The Creative Curriculum for Preschool give you direction for planning a developmentally appropriate program and a guide for determining how all children are progressing in four areas of development social emotional physical cognitive and language The Creative Curriculum Developmental Continuum for Ages 3 5 outlines the typical development of preschool age children by describing steps that children usually take as they achieve each of 50 objectives Page 3 Expanded Forerunners *Resources in Education* ,1999-04 *A Trainer's Guide to the Creative Curriculum for Infants & Toddlers* Diane Trister Dodge,Sharon E. Yandian,Donna Bloomer,1998 Drawing from the core idea that infant and toddler care should be based on building relationships this trainer s guide is intended for program directors staff and instructors who are using The Creative Curriculum for Infants creating a positive learning environment learning about and using the Curriculum and individualizing staff development Part two of the guide offers a comprehensive series of workshops designed to introduce and involve caregivers and teachers in learning about and applying the Curriculum in their own settings The workshops can be incorporated into a series of college courses or offered on site as part of ongoing staff development that enhances the career

goals of each caregiver and teacher The workshop series addresses all of the chapters in The Creative Curriculum Camera ready handouts and references to the applicable sections of the Journal and the Curriculum are provided The guide s resources section provides an annotated list of books and videos that complement the workshops and a list of applicable web sites Author *The Creative Curriculum for Preschool: The creative curriculum developmental continuum for ages 3-5 : individual child profile-expanded forerunners (2005)* Diane Trister Dodge,Laura Jean Colker,Cate Heroman,Teaching Strategies, Inc,2001 The goals and objectives of The Creative Curriculum for Preschool give you direction for planning a developmentally appropriate program and a guide for determining how all children are progressing in four areas of development social emotional physical cognitive and language The Creative Curriculum Developmental Continuum for Ages 3 5 outlines the typical development of preschool age children by describing steps that children usually take as they achieve each of 50 objectives Page 3 Expanded Forerunners [Creative Resources for the Anti-bias Classroom](#) Nadia Saderman Hall,1999 This unique approach presents information in a simple straightforward manner Hundreds of activities are demonstrated to represent an integrated curriculum approach Developmental benchmarks provide best practice for infants toddlers and planning for early childhood and elementary classrooms Curriculum webs illustrate how to support anti bias skill building Creative Resources for the Anti bias Classroom has a comprehensive focus on children from birth to twelve years It promotes self esteem and individual uniqueness while providing developmentally appropriate interactions **YC Young Children** ,2008 **Resources for Teaching Children with Diverse Abilities** Penny Low Deiner,1993 "Code of Massachusetts regulations, 2014" ,2014 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 **Building Social Competence in Children** Lilian Katz,1995 Grade level 1 2 3 4 5 6 7 k p e i t

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