

The Creative Curriculum® System for Preschool **Scope and Sequence for 3 - Year-Olds**

This document shows the scope of knowledge, skills, concepts and behaviors in The Creative Curriculum® System for Preschool and the sequence in which they are introduced. These concepts and skills are introduced and reinforced in a logical, thoughtful, sequential, and coherent order. Individualization ensured that adjustments are made according to the individual strengths and needs identified for each child.

Area of Development & Learning	Objective	Beginning of the Year	Middle of the Year	End of the Year
Social-Emotional	Self-regulation	<ul style="list-style-type: none"> • Begins to comfort self by seeking out special object or person • Begins to accept redirection from adults • Begins to demonstrate confidence in meeting own needs 	<ul style="list-style-type: none"> • Comforts self by seeking out special object or person • Accepts redirection from adults • Begins to look at a situation differently or delay gratification • Begins to manage classroom rules, routines, and transitions with occasional reminders • Demonstrates confidence in meeting own needs 	<ul style="list-style-type: none"> • Is able to look at a situation differently or delay gratification • Manages classroom rules, routines, and transitions with occasional reminders • Begins to take responsibility for own well-being
	Positive relationships	<ul style="list-style-type: none"> • Manages separations without distress and engages with trusted adults • Begins to demonstrate concern about the feelings of others • Begins to use successful strategies for entering groups • Begins to play with one or two preferred playmates 	<ul style="list-style-type: none"> • Manages separations without distress and engages with trusted adults • Demonstrates concern about the feelings of others • Begins to use successful strategies for entering a group • Plays with one or two preferred playmates 	<ul style="list-style-type: none"> • Begins to engage with trusted adults as resources and to share mutual interests • Begins to identify basic emotional reactions of others and their causes accurately • Uses successful strategies for entering a group • Begins to establish a special friendship with one other child, but the friendship might only last a short while
	Group participation	<ul style="list-style-type: none"> • Begins to take turns • Seeks adult help to resolve social problems 	<ul style="list-style-type: none"> • Begins to take turns • Begins to suggest solutions to social problems 	<ul style="list-style-type: none"> • Takes turns • Suggests solutions to social problems

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

What Parents Can Do At Home

- Your home is a child's first and continual learning environment. As parents, you decide the family's daily routines: when to get up, eat, play, do chores, visit friends, and go to bed. The way you talk with your children makes a tremendous difference in how they think, how they feel about themselves, and the kind of people they will become.
- Below are activities to help parents and other family members turn everyday activities-in the dining room, in the living room, in the kitchen, in your child's bedroom, in the bathroom, and outside-into rich learning experiences for your child.

In the Dining Room

When you and your child...	You might say...	This helps your child learn to...
<p>Set the table. Involve your child in figuring out what is needed.</p>	<p><i>How many people are eating dinner tonight? So how many plates do we need? How many forks? Let's count them out. Now let's give one to each person: one fork for Mommy, one fork for Steve....</i></p>	<ul style="list-style-type: none"> • Count objects correctly • Follow simple directions • Accept responsibility • Match one-to-one when counting
<p>Fold napkins. Encourage your child to think of different ways to fold napkins to make different shapes and sizes.</p>	<p><i>Last night we made triangles. Let's make a different shape tonight. What would happen if you kept folding and folding the corners down?</i></p>	<ul style="list-style-type: none"> • Increase small muscle coordination • Make and identify shapes • Use language

In the Living Room

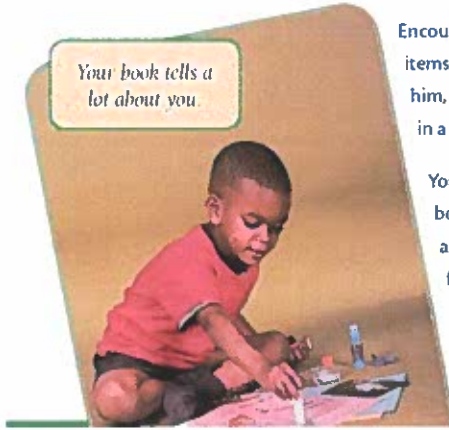
When you and your child...	You might say...	This helps your child learn to...
<p>Read library books together. After you've read a book to your child, discuss it.</p>	<p><i>Who is this story about? What happened to him? What did he learn? How do you think he felt? Now it's your turn to read this book to me. You can read the pictures, okay?</i></p>	<ul style="list-style-type: none"> • Listen to a story and explain what happened • Use language to describe events and express feelings
<p>Look at family photos together. Try looking at an album together with your child as if you were reading a book.</p>	<p><i>Who's that? What's he doing? What do you think she's saying? How do you think he feels? Do you remember what happened that day?</i></p>	<ul style="list-style-type: none"> • Identify himself as a member of a specific family and cultural group • Use language to describe events • Interpret pictures
<p>Return from a trip to the doctor. Suggest that you play about what happened.</p>	<p><i>What did we see at the doctor's office? Let's pretend that this is the doctor's office. Who would you like to be? Okay, you be the doctor and I'll be the mommy with a sick child."</i></p>	<ul style="list-style-type: none"> • Recall experiences • Recreate main characteristics of roles • Concentrate • Think abstractly • Be creative and imaginative

A Book About Me

Your book tells a lot about you.

Encourage your child to save items that are important to him, and help him put them in a book.

Your child can use the book to share important aspects of his life with friends and family.



What You Can Do at Home

Art is a very easy way to bring your child's school life into your home. Children love to share their art products with the most important people in their lives. Take time to talk with your child. Here are some things you might say and ask:

"Tell me about your picture."

"How did you decide which colors to use?"

"What do you like best about it?"

"Should we hang it up in a special place so we can all enjoy your work?"

You can help your child appreciate art right in your home. When you look at books together, talk about the illustrations with your child. Discuss the art in your home.

Art is something your child can do at home in almost any room. You might designate a drawer in the kitchen or living room as an art drawer, or use a bookshelf or sturdy cardboard box. Include crayons; markers; paper; a pair of child-sized, blunt-edged scissors; glue; and a separate box for collage materials. Your child is much more creative and artistic than any coloring book allows!

Why this is important

Your child knows many different facts about himself. You can help him bring those facts together in a book. Collecting personal items in a book gives your child a reason to feel proud. This book also provides a resource that your child can review again at any time and may be a source of identity and security for your child.

What you do

- Help your child collect items that represent his favorite things. For example, *You like peaches so much. Let's save the label from this basket of peaches.*
- Encourage him to set aside special mementos. For example, these could include a leaf from his favorite climbing tree, one of his drawings, or a postcard he receives.
- Fasten together several sheets of construction paper to make a book.
- Add a title to the cover, such as *A Book About Jon*, or ask your child what he would like to call his book.
- Invite him to decorate the cover of the book. Let your child attach the mementos to each page using glue or tape.
- Talk about each page as he assembles it: *This page reminds me that your Grandma loves you and writes to you. And this shows how much you like to draw with your crayons.*
- Make sure to include empty pages in the book so that he can add more items later.

Another idea

Encourage your child to share his album with friends and family. Write a few simple words next to a picture such as *My pet* or *I found*. He may not use many words to describe each page, but he will enjoy sharing his life with others. Invite family members to ask him questions about his book.

Let's read together!

I Like Me!

Here are some ways you can help them control their urges and resolve conflicts

- Provide lots of guidance and initiate sharing and turn-taking games.
- Understand that toddlers are less willing to be compliant when they are tired or not feeling well.
- Use distraction or redirection to calm or avoid disputes.
- Model positive social and sharing behavior in your everyday interactions with children and parents.