



Curriculum Alignment with

Indiana Early Learning Foundations

Grade: **Ages 13 to 24 months** - Adopted: **2015**

STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	YT.ELA1.1.	Demonstrate receptive communication
EXPECTATION / INDICATOR	YT.ELA1.1.1.	<p>Demonstrate continual growth in understanding increasingly complex and varied vocabulary</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

EXPECTATION / INDICATOR	YT.ELA1.1.2.	<p>Respond to simple statements, requests, and/or gestures</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p>
--------------------------------	---------------------	--

STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	YT.ELA1.2.	Demonstrate expressive communication
EXPECTATION / INDICATOR	YT.ELA1.2.1.	<p>Demonstrate continual growth in increasingly varied and complex vocabulary</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

EXPECTATION / INDICATOR	YT.ELA1.2.2.	<p>Use gestures to clarify communication</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>
--------------------------------	---------------------	--

		<p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
--	--	--

EXPECTATION / INDICATOR	YT.ELA1.2.3.	<p>Use single words or simple phrases</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p>
-------------------------	--------------	---

STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	YT.ELA1.3.	Demonstrate ability to engage in conversations
EXPECTATION / INDICATOR	YT.ELA1.3.1.	<p>Demonstrate intent of communicating with others</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	YT.ELA2.2.	Demonstrate phonological awareness
EXPECTATION / INDICATOR	YT.ELA2.2.1.	Begin to engage in word and sound play with adults

		<u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group
STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	YT.ELA2.3.	Demonstrate awareness and understanding of concepts of print
EXPECTATION / INDICATOR	YT.ELA2.3.1.	Bring a book to adult to read <u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment
EXPECTATION / INDICATOR	YT.ELA2.3.2.	Look at a book independently <u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment
EXPECTATION / INDICATOR	YT.ELA2.3.3.	Pretend to read familiar books <u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time

		12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment
--	--	---

EXPECTATION / INDICATOR	YT.ELA2.3.4.	Attend to pictures and text for several minutes <u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment
-------------------------	--------------	--

STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	YT.ELA2.4.	Demonstrate comprehension
EXPECTATION / INDICATOR	YT.ELA2.4.1.	Show preference for familiar stories <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects

STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.
INDICATOR / STANDARD	YT.ELA3.1.	Demonstrate mechanics of writing
EXPECTATION / INDICATOR	YT.ELA3.1.1.	Explore drawing, painting, and writing as a way of communicating <u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials

STANDARD / STRAND	IN.YT.ELA.	English / Language Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.
INDICATOR / STANDARD	YT.ELA3.2.	Demonstrate ability to communicate a story

EXPECTATION / INDICATOR	YT.ELA3.2.1.	<p>Imitate drawing marks or scribbling</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>
-------------------------	--------------	--

STANDARD / STRAND	IN.YT.M.	Mathematics (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	YT.M1.1.	Demonstrate strong sense of counting
EXPECTATION / INDICATOR	YT.M1.1.1.	<p>Imitate verbal counting sequence not necessarily in order</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p>

EXPECTATION / INDICATOR	YT.M1.1.2.	<p>Line up or organize objects</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p>
-------------------------	------------	---

STANDARD / STRAND	IN.YT.M.	Mathematics (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematic structure and patterning.
INDICATOR / STANDARD	YT.M2.2.	Demonstrate awareness of patterning
EXPECTATION / INDICATOR	YT.M2.2.1.	<p>Follow along and imitate patterns of sounds and movement</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p>

EXPECTATION / INDICATOR	YT.M2.2.2.	<p>Clap or move to a beat</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>
-------------------------	------------	---

STANDARD / STRAND	IN.YT.M.	Mathematics (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.

INDICATOR / STANDARD	YT.M4.1.	Understanding of spatial relationships
EXPECTATION / INDICATOR	YT.M4.1.2.	<p>Hide behind or between objects for play</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>

STANDARD / STRAND	IN.YT.M.	Mathematics (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	YT.M5.1.	Understand concept of time
EXPECTATION / INDICATOR	YT.M5.1.1.	<p>Follow a daily schedule</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>

STANDARD / STRAND	IN.YT.M.	Mathematics (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	YT.M5.2.	Understand measurement through description and comparison
EXPECTATION / INDICATOR	YT.M5.2.1.	<p>Use any basic measurement word or gesture to express measureable attributes, such as big/little, hot/cold</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>

STANDARD / STRAND	IN.YT.SE.	Social Emotional Skills (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SE1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	YT.SE1.1.	Demonstrate self-awareness and confidence
EXPECTATION / INDICATOR	YT.SE1.1.1.	<p>Identify image of self</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>

EXPECTATION / INDICATOR	YT.SE1.1.2.	<p>Say own name</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children 12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p>
--------------------------------	--------------------	--

EXPECTATION / INDICATOR	YT.SE1.1.3.	<p>Show knowledge of own abilities</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>
--------------------------------	--------------------	---

STANDARD / STRAND	IN.YT.SE.	Social Emotional Skills (Younger Toddler)
--------------------------	------------------	--

PROFICIENCY STATEMENT / SUBSTRAND	YT.SE1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	YT.SE1.2.	Demonstrate identification and expression of emotions
EXPECTATION / INDICATOR	YT.SE1.2.1.	<p>Communicate feelings and emotions</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
EXPECTATION / INDICATOR	YT.SE1.2.2.	<p>Express emotion toward a familiar person</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
EXPECTATION / INDICATOR	YT.SE1.2.3.	<p>Imitate comforting behaviors of caregivers</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>
EXPECTATION / INDICATOR	YT.SE1.2.4.	<p>Use sounds, gestures, and actions to express feelings</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and</p>

		<p>wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
--	--	--

STANDARD / STRAND	IN.YT.SE.	Social Emotional Skills (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SE2.	Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.
INDICATOR / STANDARD	YT.SE2.1.	Demonstrate self control
EXPECTATION / INDICATOR	YT.SE2.1.1.	<p>Follow simple routines with adult support</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>

EXPECTATION / INDICATOR	YT.SE2.1.2.	<p>Self-soothe with minimal adult support</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>
-------------------------	-------------	--

EXPECTATION / INDICATOR	YT.SE2.1.3.	<p>Demonstrate the beginnings of impulse control with adult support</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p>
-------------------------	-------------	---

STANDARD / STRAND	IN.YT.SE.	Social Emotional Skills (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SE4.	Building Relationships - Early learners develop foundational skills that support social development and engagement with others.
INDICATOR / STANDARD	YT.SE4.1.	Demonstrate relationship skills
EXPECTATION / INDICATOR	YT.SE4.1.1.	<p>Engage in social interactions with familiar adults</p> <p><u>Progress Monitoring Skills</u></p>

		<p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
EXPECTATION / INDICATOR	YT.SE4.1.2.	<p>Show feelings of security with familiar adults</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
EXPECTATION / INDICATOR	YT.SE4.1.5.	<p>Observe friendship skills in the environments</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
EXPECTATION / INDICATOR	YT.SE4.1.7.	<p>Begin to exhibit skills in parallel play</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p>
STANDARD / STRAND	IN.YT.APL.	Approaches to Play and Learning (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	YT.APL1.1.	Demonstrate initiative and self-direction
EXPECTATION / INDICATOR	YT.APL1.1.1.	<p>Show interest in what others are doing</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p>

		<p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
EXPECTATION / INDICATOR	YT.APL1.1.2.	<p>Select desired object from several options</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p>
EXPECTATION / INDICATOR	YT.APL1.1.3.	<p>Begin to show curiosity/interest in new objects, experiences, and people</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
STANDARD / STRAND	IN.YT.APL.	Approaches to Play and Learning (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	YT.APL1.2.	Demonstrate interest and curiosity as a learner
EXPECTATION / INDICATOR	YT.APL1.2.1.	<p>Ask questions about familiar objects, people, and experiences</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p>

		12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings
--	--	---

EXPECTATION / INDICATOR	YT.APL1.2.2.	<p>Begin to show curiosity and interest in new objects, experiences, and people</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
-------------------------	--------------	--

EXPECTATION / INDICATOR	YT.APL1.2.3.	<p>Explore and manipulate familiar objects in the environment</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p>
-------------------------	--------------	---

STANDARD / STRAND	IN.YT.APL.	Approaches to Play and Learning (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.APL2.	Flexible Thinking - Early learners develop foundational skills that support flexible thinking and social interactions during play.
INDICATOR / STANDARD	YT.APL2.1.	Demonstrate development of flexible thinking skills during play
EXPECTATION / INDICATOR	YT.APL2.1.1.	<p>Use objects for real or imagined purposes</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>

STANDARD / STRAND	IN.YT.APL.	Approaches to Play and Learning (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.APL3.	Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.
INDICATOR / STANDARD	YT.APL3.1.	Demonstrate development of sustained attention and persistence
EXPECTATION / INDICATOR	YT.APL3.1.1.	<p>Jointly attend to books for several minutes</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress</p>

		<p>Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXPECTATION / INDICATOR	YT.APL3.1.2.	<p>Engage and persist with an activity, toy, or object, but is easily distracted</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXPECTATION / INDICATOR	YT.APL3.1.3.	<p>Engage for longer periods of time when trying to work through tasks</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences,</p>

		and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
--	--	---

STANDARD / STRAND	IN.YT.APL.	Approaches to Play and Learning (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.APL4.	Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.
INDICATOR / STANDARD	YT.APL4.1.	Demonstrate development of social interactions during play
EXPECTATION / INDICATOR	YT.APL4.1.2.	<p>Begin to exhibit skills in parallel play</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p>

EXPECTATION / INDICATOR	YT.APL4.1.3.	<p>Show preference for certain peers over time although these preferences may shift</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
--------------------------------	---------------------	--

STANDARD / STRAND	IN.YT.SC.	Science (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	YT.SC1.1.	Demonstrate ability to explore objects in the physical world
EXPECTATION / INDICATOR	YT.SC1.1.1.	<p>Notice and react to cause and effect within the physical environment</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>
EXPECTATION / INDICATOR	YT.SC1.1.2.	Use tools to explore the physical environment

		<u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore
--	--	--

STANDARD / STRAND	IN.YT.SC.	Science (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	YT.SC1.2.	Demonstrate awareness of the physical properties of objects
EXPECTATION / INDICATOR	YT.SC1.2.1.	Begin to identify physical attributes of objects <u>Progress Monitoring Skills</u> 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.5 Explores solids and liquids

EXPECTATION / INDICATOR	YT.SC1.2.3.	Copy patterns and rhythms with objects <u>Progress Monitoring Skills</u> 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.5 Explores solids and liquids
--------------------------------	--------------------	---

STANDARD / STRAND	IN.YT.SC.	Science (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SC2.	Earth and Space Science - Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	YT.SC2.1.	Recognize the characteristics of Earth and sky
EXPECTATION / INDICATOR	YT.SC2.1.1.	Notice and gesture to different objects in the sky <u>Progress Monitoring Skills</u> 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.1 Engages in structured play using water 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.2 Engages in structured play using sand, soil, and mud 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.3 Identifies the objects in the sky and uses basic vocabulary to describe day and night 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.4 Uses emerging vocabulary to describe basic weather

STANDARD / STRAND	IN.YT.SC.	Science (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SC2.	Earth and Space Science - Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	YT.SC2.2.	Recognize seasonal and weather related changes
EXPECTATION / INDICATOR	YT.SC2.2.1.	Observe and investigate environment, nature, and climate/weather <u>Progress Monitoring Skills</u> 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.4 Uses emerging vocabulary to describe basic weather

STANDARD / STRAND	IN.YT.SC.	Science (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.

INDICATOR / STANDARD	YT.SC3.1.	Demonstrate awareness of life
EXPECTATION / INDICATOR	YT.SC3.1.1.	Identify living organisms by name <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment

STANDARD / STRAND	IN.YT.SC.	Science (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SC4.	Engineering - Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.
INDICATOR / STANDARD	YT.SC4.1.	Demonstrate engineering design skills
EXPECTATION / INDICATOR	YT.SC4.1.2.	Begin to construct and deconstruct using readily available materials <u>Progress Monitoring Skills</u> 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Demonstrates ability to push and pull objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.3 Observes that objects move at different speeds 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.5 Explores solids and liquids

STANDARD / STRAND	IN.YT.SC.	Science (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SC5.	Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.
INDICATOR / STANDARD	YT.SC5.1.	Demonstrate scientific curiosity
EXPECTATION / INDICATOR	YT.SC5.1.1.	Demonstrate curiosity <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment

		12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
--	--	--

STANDARD / STRAND	IN.YT.SS.	Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SS1.	Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.
INDICATOR / STANDARD	YT.SS1.1.	Demonstrate development of self
EXPECTATION / INDICATOR	YT.SS1.1.1.	<p>Participate in celebrations and other cultural events if observed</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations</p>

EXPECTATION / INDICATOR	YT.SS1.1.2.	<p>Begin to demonstrate a sense of belonging to a group by engaging in parallel play</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p>
--------------------------------	--------------------	---

EXPECTATION / INDICATOR	YT.SS1.1.3.	<p>Begin to notice differences in others</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations</p>
--------------------------------	--------------------	---

EXPECTATION / INDICATOR	YT.SS1.1.4.	Use simple words to show recognition of family members and familiar adults
--------------------------------	--------------------	--

		<u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment
--	--	---

STANDARD / STRAND	IN.YT.SS.	Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	YT.SS2.1.	Demonstrate awareness of chronological thinking
EXPECTATION / INDICATOR	YT.SS2.1.1.	Adapt to changes in routine and/or schedule <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Adapts to changes in routine and/or schedule and anticipates events

STANDARD / STRAND	IN.YT.SS.	Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	YT.SS2.2.	Demonstrate awareness of historical knowledge
EXPECTATION / INDICATOR	YT.SS2.2.1.	Respond to stories about time and age <u>Progress Monitoring Skills</u> 12 to 24 Months: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Adapts to changes in routine and/or schedule and anticipates events

STANDARD / STRAND	IN.YT.SS.	Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	YT.SS3.1.	Demonstrate awareness of the world in spatial terms
EXPECTATION / INDICATOR	YT.SS3.1.2.	Use a variety of materials to represent familiar objects <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose

STANDARD / STRAND	IN.YT.SS.	Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SS3.	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
INDICATOR / STANDARD	YT.SS3.3.	Demonstrate awareness of environment and society
EXPECTATION / INDICATOR	YT.SS3.3.1.	Show interest in various aspects of the environment <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing

STANDARD / STRAND	IN.YT.SS.	Social Studies (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.SS4.	Economics - Early learners develop foundational skills in learning and understanding the functions of an economy.
INDICATOR / STANDARD	YT.SS4.1.	Demonstrate awareness of economics
EXPECTATION / INDICATOR	YT.SS4.1.1.	<p>Communicate desire for objects and/or persons that are in the classroom or home</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p>

EXPECTATION / INDICATOR	YT.SS4.1.2.	<p>Imitate familiar roles and routines</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>
--------------------------------	--------------------	--

STANDARD / STRAND	IN.YT.CA.	Creative Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.CA1.	Music - Early learners develop foundational skills that support creative expression through voice, instruments, and objects.
INDICATOR / STANDARD	YT.CA1.1.	Demonstrate creative music expression
EXPECTATION / INDICATOR	YT.CA1.1.1.	<p>Respond to music by moving own body</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p>

EXPECTATION / INDICATOR	YT.CA1.1.2.	<p>Imitate sounds using voice or objects</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1</p>
--------------------------------	--------------------	---

		Experiments with vocalizations and different sounds produced by instruments
--	--	---

EXPECTATION / INDICATOR	YT.CA1.1.3.	<p>Sing along to familiar songs</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
-------------------------	-------------	--

EXPECTATION / INDICATOR	YT.CA1.1.4.	<p>Make rhythmic patterns with objects</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p>
-------------------------	-------------	---

EXPECTATION / INDICATOR	YT.CA1.1.5.	<p>Participate in diverse musical genres and styles</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p>
-------------------------	-------------	---

STANDARD / STRAND	IN.YT.CA.	Creative Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.CA2.	Dance - Early learners develop foundational skills that support creative expression through movement.
INDICATOR / STANDARD	YT.CA2.1.	Demonstrate creative movement expression
EXPECTATION / INDICATOR	YT.CA2.1.1.	<p>Use whole body to respond to music</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>

STANDARD / STRAND	IN.YT.CA.	Creative Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	YT.CA3.1.	Demonstrate creative expression through the visual art process
EXPECTATION / INDICATOR	YT.CA3.1.1.	<p>Use simple art materials</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art</p>

		forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
--	--	--

EXPECTATION / INDICATOR	YT.CA3.1.2.	Express preferences for certain art materials <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture
-------------------------	-------------	---

STANDARD / STRAND	IN.YT.CA.	Creative Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	YT.CA3.2.	Demonstrate creative expression through visual art production
EXPECTATION / INDICATOR	YT.CA3.2.1.	Explore a variety of media <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials

STANDARD / STRAND	IN.YT.CA.	Creative Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	YT.CA3.3.	Demonstrate creative expression through art appreciation
EXPECTATION / INDICATOR	YT.CA3.3.2.	Look at pictures, photographs, and illustrations <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture

STANDARD / STRAND	IN.YT.CA.	Creative Arts (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.CA4.	Dramatic Play - Early learners develop foundational skills that support creative expression through dramatic play.
INDICATOR / STANDARD	YT.CA4.1.	Demonstrate creative expression through dramatic play
EXPECTATION / INDICATOR	YT.CA4.1.2.	Begin to exhibit skills in parallel play <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play

EXPECTATION / INDICATOR	YT.CA4.1.3.	<p>Use objects as symbols for other things</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
-------------------------	-------------	--

EXPECTATION / INDICATOR	YT.CA4.1.4.	<p>Demonstrate simple character/animal sounds with motions</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
-------------------------	-------------	---

STANDARD / STRAND	IN.YT.PHG.	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	YT.PHG1.1.	Demonstrate development of healthy practices
EXPECTATION / INDICATOR	YT.PHG1.1.1.	<p>Participate with adult support in health and hygiene-related behaviors</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>

EXPECTATION / INDICATOR	YT.PHG1.1.2.	<p>Imitate personal health practices</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>
-------------------------	--------------	--

STANDARD / STRAND	IN.YT.PHG.	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	YT.PHG1.2.	Demonstrate development of safety practices
EXPECTATION / INDICATOR	YT.PHG1.2.1.	Demonstrate awareness of danger <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance

STANDARD / STRAND	IN.YT.PHG.	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	YT.PHG1.3.	Demonstrate development of nutrition awareness
EXPECTATION / INDICATOR	YT.PHG1.3.2.	Try new foods <u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods

EXPECTATION / INDICATOR	YT.PHG1.3.3.	Follow a regular eating routine <u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods
--------------------------------	---------------------	--

EXPECTATION / INDICATOR	YT.PHG1.3.4.	Feed self with some assistance <u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods
--------------------------------	---------------------	---

STANDARD / STRAND	IN.YT.PHG.	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	YT.PHG2.1.	Demonstrate how the five senses support processing information
EXPECTATION / INDICATOR	YT.PHG2.1.1.	Try a new action with a familiar object <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring

		<p>Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
--	--	---

STANDARD / STRAND	IN.YT.PHG.	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	YT.PHG2.2.	Demonstrate development of body awareness
EXPECTATION / INDICATOR	YT.PHG2.2.1.	<p>Identify basic body parts</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>

EXPECTATION / INDICATOR	YT.PHG2.2.2.	<p>Use trial and error to discover how the body and objects move through space</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
--------------------------------	---------------------	---

EXPECTATION / INDICATOR	YT.PHG2.2.3.	<p>Use simple movement skills to participate in active physical play</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p>
--------------------------------	---------------------	---

STANDARD / STRAND	IN.YT.PHG.	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
INDICATOR / STANDARD	YT.PHG3.1.	Demonstrate development of fine and gross motor coordination
EXPECTATION / INDICATOR	YT.PHG3.1.1.	<p>Gain control of hands and fingers</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p>

		<p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
--	--	--

EXPECTATION / INDICATOR	YT.PHG3.1.2.	<p>Begin to develop coordination and balance, requiring less support</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
-------------------------	--------------	---

STANDARD / STRAND	IN.YT.PHG.	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
INDICATOR / STANDARD	YT.PHG3.2.	Demonstrate development of oral motor skills
EXPECTATION / INDICATOR	YT.PHG3.2.1.	<p>Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>

STANDARD / STRAND	IN.YT.PHG.	Physical Health and Growth (Younger Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	YT.PHG4.	Personal Care - Early learners develop foundational skills that support the independent care of one's self.
INDICATOR / STANDARD	YT.PHG4.1.	Demonstrate increased independence in personal care routines
EXPECTATION / INDICATOR	YT.PHG4.1.1.	<p>Show interest in assisting with personal body care practices</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>

© 2021 EdGate Correlation Services, LLC. All Rights reserved.
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)