



Curriculum Alignment with

Arkansas Child Development and Early Learning Standards

Grade: **Ages Birth to 12 months** - Adopted: **2016**

STRAND / TOPIC	AR.B-8.SE.	Social and Emotional Development (Birth-8m)
CONTENT STANDARD	B-8.SE1.	Relationships with Others
PERFORMANCE EXPECTATION	B-8.SE1.1.	Forms trusting relationships with nurturing adults
BENCHMARK / PROFICIENCY		INTERACTIONS
DESCRIPTOR	B-8.SE1.1.1.	<p>Engages in back-and-forth interactions with familiar adults (e.g., peek-a-boo, makes vocalizations in response to adult interaction, imitates facial expressions or sounds)</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 44- Uses dramatic play to express creativity:</p>

DESCRIPTOR	B-8.SE1.1.2.	<p>Communicates needs to familiar adults through a variety of behaviors ranging from crying, looking at object of interest and back at caregiver, smiling, pointing, dropping or banging objects, to leading adult by the hand</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p>
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STRAND / TOPIC	AR.B-8.SE.	Social and Emotional Development (Birth-8m)
CONTENT STANDARD	B-8.SE1.	Relationships with Others
PERFORMANCE EXPECTATION	B-8.SE1.1.	Forms trusting relationships with nurturing adults
BENCHMARK / PROFICIENCY		ATTACHMENT RELATIONSHIPS
DESCRIPTOR	B-8.SE1.1.3.	<p>Forms strong emotional bonds (attachment) with one or more caregivers (e.g., shows preference for familiar adults, demonstrates pleasure during caregiver interactions, is soothed by caregiver)</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>

STRAND / TOPIC	AR.B-8.SE.	Social and Emotional Development (Birth-8m)
CONTENT STANDARD	B-8.SE1.	Relationships with Others
PERFORMANCE EXPECTATION	B-8.SE1.2.	Interacts with peers
BENCHMARK / PROFICIENCY		DEVELOPS FRIENDSHIPS

DESCRIPTOR	B-8.SE1.2.1.	Shows interest in peers (e.g., watches other children, reaches out to touch them, imitates sounds or actions) with increasing participation in simple, brief back-and-forth interactions with peers <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
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STRAND / TOPIC	AR.B-8.SE.	Social and Emotional Development (Birth-8m)
CONTENT STANDARD	B-8.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	B-8.SE2.1.	Experiences, expresses, and regulates a range of emotions
BENCHMARK / PROFICIENCY		EMOTION EXPRESSION
DESCRIPTOR	B-8.SE2.1.1.	Expresses a range of basic emotions (e.g., joy, sadness, contentment, distress, interest, disgust, surprise, anger, fear) through facial expressions, gestures, and sounds <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:

STRAND / TOPIC	AR.B-8.SE.	Social and Emotional Development (Birth-8m)
CONTENT STANDARD	B-8.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	B-8.SE2.1.	Experiences, expresses, and regulates a range of emotions
BENCHMARK / PROFICIENCY		EMOTION REGULATION
DESCRIPTOR	B-8.SE2.1.2.	Uses adult support to calm self (e.g., relaxes when picked up and held by a familiar adult) and demonstrates some self-soothing behaviors (e.g., thumb/fist sucking, rocking, turning away from source of overstimulation) <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 15- Develops relationships with adults:

STRAND / TOPIC	AR.B-8.SE.	Social and Emotional Development (Birth-8m)
CONTENT STANDARD	B-8.SE2.	Emotional Expression and Understanding
PERFORMANCE EXPECTATION	B-8.SE2.2.	Interprets and responds to the feelings of others
BENCHMARK / PROFICIENCY		EMPATHY
DESCRIPTOR	B-8.SE2.2.1.	Reacts to and takes cues from others' emotional expressions (e.g., cries when hears other children crying, smiles when someone laughs, stops an action when sees a worried or alarmed expression on caregiver's or peer's face)

		<u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
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STRAND / TOPIC	AR.B-8.SE.	Social and Emotional Development (Birth-8m)
CONTENT STANDARD	B-8.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	B-8.SE3.1.	Shows awareness of self as unique individual
BENCHMARK / PROFICIENCY		SENSE OF IDENTITY
DESCRIPTOR	B-8.SE3.1.1.	Develops beginning self-awareness (e.g., explores own hands and feet, responds to name) <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:

STRAND / TOPIC	AR.B-8.SE.	Social and Emotional Development (Birth-8m)
CONTENT STANDARD	B-8.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	B-8.SE3.2.	Demonstrates competence and confidence
BENCHMARK / PROFICIENCY		SENSE OF AUTONOMY
DESCRIPTOR	B-8.SE3.2.1.	Experiments with ability to influence surroundings and behavior of others (e.g., shows pleasure and curiosity in making toys produce noise; repeats actions or sounds that receive attention) <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 13- Engages in self-expression: Infants: 16- Develops relationships with peers:

STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	B-8.CD1.1.	Shows curiosity and a willingness to try new things
BENCHMARK / PROFICIENCY		EXPLORATION & INVESTIGATION
DESCRIPTOR	B-8.CD1.1.1.	Uses senses and a variety of actions to explore the environment (e.g., turns head toward a sound, shakes or bangs a toy, mouths objects) <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 08- Demonstrates interest and curiosity: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape

		concepts: Infants: 31- Demonstrates scientific inquiry skills:
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STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	B-8.CD1.1.	Shows curiosity and a willingness to try new things
BENCHMARK / PROFICIENCY		INTEREST IN NEW EXPERIENCES
DESCRIPTOR	B-8.CD1.1.2.	Shows pleasure or engagement when interesting or new things happen (e.g., laughs after shaking a toy that rattles, listens intently to a new song) <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 45- Demonstrates awareness of cause and effect:

STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	B-8.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		DETERMINATION
DESCRIPTOR	B-8.CD1.2.1.	Repeats actions to produce similar results (e.g., repeatedly shakes toy to produce noise; puts objects in a container and dumps them out over and over again) <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression: Infants: 45- Demonstrates awareness of cause and effect:

STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	B-8.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		TASK COMPLETION
DESCRIPTOR	B-8.CD1.2.2.	Demonstrates increasing ability to continue interactions with others (e.g., attends to game of peek-a-boo for longer period of time, makes back-and-forth vocalizations with adult) and stays engaged with toys for more than just a brief time <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 44- Uses dramatic play to express creativity: Infants: 47- Demonstrates problem-solving skills:

STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD2.	Executive Function

PERFORMANCE EXPECTATION	B-8.CD2.1.	Focuses and sustains attention
BENCHMARK / PROFICIENCY		ATTENTION & ENGAGEMENT
DESCRIPTOR	B-8.CD2.1.1.	<p>Orients to and focuses on sounds, activities, people, and objects in the environment (e.g., attends to sounds, lights, etc.; turns head to follow caregiver with his or her gaze)</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 15- Develops relationships with adults: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:</p>

DESCRIPTOR	B-8.CD2.1.2.	<p>Shows increasing ability to attend to people and objects and join others in a common focus (e.g., attends to a short, familiar storybook, though may not want to follow book page by page)</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 47- Demonstrates problem-solving skills:</p>
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STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD2.	Executive Function
PERFORMANCE EXPECTATION	B-8.CD2.2.	Shows flexibility in adjusting thinking and behavior to different contexts
BENCHMARK / PROFICIENCY		FLEXIBLE THINKING
DESCRIPTOR	B-8.CD2.2.1.	<p>Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)</p> <p><u>Progress Monitoring Skills</u> Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:</p>

STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD2.	Executive Function
PERFORMANCE EXPECTATION	B-8.CD2.4.	Holds and manipulates information in memory
BENCHMARK / PROFICIENCY		SHORT-TERM & WORKING MEMORY
DESCRIPTOR	B-8.CD2.4.1.	Shows awareness that people and objects still exist when they are out of sight and sound range (object permanence; e.g., reaches under a blanket to retrieve a stuffed animal that an adult has hidden while child watches; when older, watches at the window after a family member leaves)

		<u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD2.	Executive Function
PERFORMANCE EXPECTATION	B-8.CD2.4.	Holds and manipulates information in memory
BENCHMARK / PROFICIENCY		LONG-TERM MEMORY
DESCRIPTOR	B-8.CD2.4.2.	Anticipates familiar actions or routines (e.g., raises legs when diaper is changed; later in this age range, goes to table when it is time to eat) <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:

DESCRIPTOR	B-8.CD2.4.3.	Responds to familiar people and objects (e.g., shows excitement about a toy that was played with days earlier; later in this age range looks for or points to familiar people or objects when they are named) <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:
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STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	B-8.CD3.1.	Uses reasoning and planning ahead to solve problems and reach goals
BENCHMARK / PROFICIENCY		PROBLEM SOLVING
DESCRIPTOR	B-8.CD3.1.1.	Uses own movements and actions to solve simple problems or reach goals (e.g., rolls to the side to reach an interesting object; pulls on an adult's leg when wants to be picked up) <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 47- Demonstrates problem-solving skills:

STRAND / TOPIC	AR.B-8.CD.	Cognitive Development (Birth-8m)
CONTENT STANDARD	B-8.CD3.	Logic and Reasoning
PERFORMANCE EXPECTATION	B-8.CD3.2.	Engages in symbolic and abstract thinking
BENCHMARK / PROFICIENCY		PRETEND PLAY/SYMBOLIC REPRESENTATION/ABSTRACT THINKING
DESCRIPTOR		Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: LD1.1 Understands and responds to language (in child's home language); LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:

STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH1.	Gross Motor
PERFORMANCE EXPECTATION	B-8.PH1.1.	Demonstrates locomotor skills
BENCHMARK / PROFICIENCY		BODY MOVEMENT
DESCRIPTOR	B-8.PH1.1.1.	Lifts head and chest off firm surface such as floor when on tummy; rolls over <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH1.	Gross Motor
PERFORMANCE EXPECTATION	B-8.PH1.2.	Shows stability and balance
BENCHMARK / PROFICIENCY		CORE STABILITY
DESCRIPTOR	B-8.PH1.2.1.	Sits independently with increasing stability and ability to change positions (e.g., get into sitting position from lying down or crawling, reach for a toy without falling, pull to a standing position from sitting) <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:

STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH1.	Gross Motor
PERFORMANCE EXPECTATION	B-8.PH1.3.	Demonstrates gross-motor manipulative skills
BENCHMARK / PROFICIENCY		THROWING
DESCRIPTOR	B-8.PH1.3.1.	Reaches for and drops objects, grasps a rolled ball or other object with two hands, pushes or rolls objects, bats or swipes at toys <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Infants: 34- Demonstrates knowledge related to physical science: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:

STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH2.	Fine Motor
PERFORMANCE EXPECTATION	B-8.PH2.1.	Demonstrates fine-motor strength, control, and coordination

BENCHMARK / PROFICIENCY		HAND-EYE COORDINATION
DESCRIPTOR	B-8.PH2.1.1.	<p>Uses hand-eye coordination to reach for, touch, and explore properties of objects</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:</p>

STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH2.	Fine Motor
PERFORMANCE EXPECTATION	B-8.PH2.1.	Demonstrates fine-motor strength, control, and coordination
BENCHMARK / PROFICIENCY		GRASP AND MANIPULATION
DESCRIPTOR	B-8.PH2.1.2.	<p>Grasps objects with increasing skill, adjusting grasp to match task (e.g., uses index finger and thumb [pincer grasp] to pick up pieces of cereal, uses whole hands to bang two blocks together)</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:</p>

STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH2.	Fine Motor
PERFORMANCE EXPECTATION	B-8.PH2.2.	Adjusts grasp and coordinates movements to use tools
BENCHMARK / PROFICIENCY		UTENSILS/WRITING & DRAWING TOOLS/SCISSORS/VARIETY OF TOOLS
DESCRIPTOR		<p>Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: PH2.1 Demonstrates fine motor strength, control, and coordination</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:</p>

STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	B-8.PH3.1.	Demonstrates interest in engaging in healthy eating habits and making nutritious food choices

BENCHMARK / PROFICIENCY		COMMUNICATING NEEDS
DESCRIPTOR	B-8.PH3.1.1.	Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:

STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	B-8.PH3.2.	Shows awareness of safe behavior
BENCHMARK / PROFICIENCY		AWARENESS OF SAFE BEHAVIOR AND SIGNALS OF DANGER
DESCRIPTOR	B-8.PH3.2.1.	Uses sensory information and cues from caregivers to assess safety of environment (e.g., startles at a loud noise, looks to caregiver when approached by an unfamiliar adult, shows awareness of steep drop-offs when crawling or walking) <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:

STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	B-8.PH3.3.	Engages in a variety of developmentally appropriate physical activities
BENCHMARK / PROFICIENCY		PARTICIPATION IN PHYSICAL ACTIVITY
DESCRIPTOR	B-8.PH3.3.1.	Participates in simple physical play with an adult (e.g., flexes legs while lying down as adult gently pushes feet back and forth, plays patty cake) <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	B-8.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		COMMUNICATING NEEDS
DESCRIPTOR	B-8.PH3.4.1.	Indicates needs and wants using gestures, body language, vocalizations, and later words (e.g., cries when tired; signs or points to food when wanting more; reaches for adult to be held or hugged)

		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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STRAND / TOPIC	AR.B-8.PH.	Physical Development and Health (Birth-8m)
CONTENT STANDARD	B-8.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	B-8.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		PERSONAL CARE ROUTINES
DESCRIPTOR	B-8.PH3.4.2.	Anticipates and cooperates during daily care routines (e.g., opens mouth when food is offered, raises legs when diaper is changed) <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:

STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD1.	Receptive Language
PERFORMANCE EXPECTATION	B-8.LD1.1.	Understands and responds to language (in child's home language)
BENCHMARK / PROFICIENCY		VOCABULARY & LANGUAGE COMPREHENSION
DESCRIPTOR	B-8.LD1.1.1.	Responds to noises and voices in the environment (e.g., startles or cries at unexpected sounds; smiles or coos when "parentese" is used) <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

DESCRIPTOR	B-8.LD1.1.2.	Shows excitement at familiar words such as "mommy," "bottle," or "bebé" (baby in Spanish) <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD1.	Receptive Language
PERFORMANCE EXPECTATION	B-8.LD1.1.	Understands and responds to language (in child's home language)
BENCHMARK / PROFICIENCY		FOLLOWS DIRECTIONS
DESCRIPTOR	B-8.LD1.1.3.	Engages in reciprocal face-to-face interactions and responds to adults through gestures, looking in a specific direction, or vocalizations

		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD3.	Communication Skills
PERFORMANCE EXPECTATION	B-8.LD3.1.	Communicates using social and conversational rules
BENCHMARK / PROFICIENCY		CONVERSATIONS/SOCIAL RULES OF LANGUAGE
DESCRIPTOR	B-8.LD3.1.1.	Uses eye contact, facial expressions, gestures, and sounds to engage in turn-taking "conversations" with adults <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 45- Demonstrates awareness of cause and effect:

STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR	B-8.LD4.1.1.	Responds to simple, commonly used words and phrases when accompanied by gestures and other supports <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

DESCRIPTOR	B-8.LD4.1.2.	Pays attention to and observes other children and adults as English is spoken <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
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DESCRIPTOR	B-8.LD4.1.3.	<p>Attends to English in small- and large-group activities, such as circle time, storybook reading, etc.</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :</p>
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DESCRIPTOR	B-8.LD4.1.4.	<p>Imitates behaviors of other children to get the same result (e.g. sees child make the sign for “me too” in sign language and makes the same sign)</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p>
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STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR	B-8.LD4.1.5.	<p>Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>

DESCRIPTOR	B-8.LD4.1.6.	<p>Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
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DESCRIPTOR	B-8.LD4.1.7.	<p>Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)</p> <p><u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment: Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>
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DESCRIPTOR	B-8.LD4.1.8.	Responds appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others
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		(these requests may occur with or without contextual cues) <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR	B-8.LD4.1.9.	Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

DESCRIPTOR	B-8.LD4.1.10.	Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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DESCRIPTOR	B-8.LD4.1.11.	Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas) <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes:
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DESCRIPTOR	B-8.LD4.1.12.	Follows directions that involve a one- or two-step sequence, relying less on contextual cues <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English

BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR	B-8.LD4.1.13.	<p>Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>

STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR	B-8.LD4.1.14.	<p>Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>

STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.1.	Demonstrates progress in attending to, understanding, and responding to English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR	B-8.LD4.1.15.	<p>Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>

STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR	B-8.LD4.2.1.	<p>Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:</p>

		<p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
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DESCRIPTOR	B-8.LD4.2.2.	<p>Repeats sounds and words in English</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
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STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR	B-8.LD4.2.3.	<p>Combines nonverbal with some verbal communication to be understood by others</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>

DESCRIPTOR	B-8.LD4.2.8.	<p>Converses with others in English using two or three words at a time but switches back and forth between English and their home language</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
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DESCRIPTOR	B-8.LD4.2.9.	<p>Uses some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and applies at times the rules of grammar of the home language to English</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
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DESCRIPTOR	B-8.LD4.2.10.	<p>Uses “what” and “why” questions in English, sometimes with errors</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
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STRAND / TOPIC	AR.B-8.LD.	Language Development (Birth-8m)
CONTENT STANDARD	B-8.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	B-8.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT
DESCRIPTOR	B-8.LD4.2.11.	<p>Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
DESCRIPTOR	B-8.LD4.2.12.	<p>Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
DESCRIPTOR	B-8.LD4.2.13.	<p>Sustains a conversation in English with increasingly complex syntax, adding conjunctions, adjectives, adverbs, subject-verb-object patterns, and other more advanced elements of English sentence construction</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
DESCRIPTOR	B-8.LD4.2.14.	<p>Expands use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
DESCRIPTOR	B-8.LD4.2.15.	<p>Uses “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with mistakes</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
STRAND / TOPIC	AR.B-8.EL.	Emergent Literacy (Birth-8m)

CONTENT STANDARD	B-8.EL1.	Engagement in literacy experiences and understanding of stories and books
PERFORMANCE EXPECTATION	B-8.EL1.1.	Shows interest in literacy experiences
BENCHMARK / PROFICIENCY		ENGAGEMENT IN LITERACY EXPERIENCES
DESCRIPTOR	B-8.EL1.1.1.	<p>Demonstrates listening by becoming quiet or shows pleasure when listening to a familiar story, rhyme, or song</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>

STRAND / TOPIC	AR.B-8.EL.	Emergent Literacy (Birth-8m)
CONTENT STANDARD	B-8.EL1.	Engagement in literacy experiences and understanding of stories and books
PERFORMANCE EXPECTATION	B-8.EL1.2.	Engages in read-alouds and conversations about books and stories
BENCHMARK / PROFICIENCY		ENGAGEMENT WITH BOOKS AND STORIES
DESCRIPTOR	B-8.EL1.2.1.	<p>Attends to caregiver's voice when being held and read to</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>

STRAND / TOPIC	AR.B-8.EL.	Emergent Literacy (Birth-8m)
CONTENT STANDARD	B-8.EL2.	Phonological Awareness
PERFORMANCE EXPECTATION	B-8.EL2.1.	Notifies and manipulates the sounds of language
BENCHMARK / PROFICIENCY		EXPLORATION OF SOUNDS OF LANGUAGE
DESCRIPTOR	B-8.EL2.1.1.	<p>Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>

STRAND / TOPIC	AR.B-8.EL.	Emergent Literacy (Birth-8m)
CONTENT STANDARD	B-8.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	B-8.EL3.1.	Responds to features of books and print
BENCHMARK / PROFICIENCY		BOOK KNOWLEDGE
DESCRIPTOR	B-8.EL3.1.1.	<p>Explores books with all senses (e.g., sight, touch, even taste)</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :</p>

STRAND / TOPIC	AR.B-8.EL.	Emergent Literacy (Birth-8m)
CONTENT STANDARD	B-8.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	B-8.EL3.2.	Shows knowledge of the shapes, names, and sounds of letters
BENCHMARK / PROFICIENCY		ALPHABET KNOWLEDGE/LETTER–SOUND CONNECTIONS
DESCRIPTOR		<p>Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: EL1.1 Shows interest in literacy experiences; EL2.1 Notices and manipulates the sounds of language; EL3.1 Responds to features of books and print</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :</p>

STRAND / TOPIC	AR.B-8.EL.	Emergent Literacy (Birth-8m)
CONTENT STANDARD	B-8.EL3.	Knowledge and Use of Books, Print, and Letters
PERFORMANCE EXPECTATION	B-8.EL3.3.	Demonstrates emergent writing skills
BENCHMARK / PROFICIENCY		PRE-WRITING EXPLORATION/LETTER AND PRINT WRITING CONCEPTS/EARLY WORD WRITING
DESCRIPTOR		<p>Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: EL1.1 Shows interest in literacy experiences; EL2.1 Notices and manipulates the sounds of language; EL3.1 Responds to features of books and print; PH2.1 Demonstrates fine motor strength, control, and coordination</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts : Infants: 46- Uses prior knowledge to build new knowledge:</p>

STRAND / TOPIC	AR.B-8.MT.	Mathematical Thinking (Birth-8m)
CONTENT STANDARD	B-8.MT1.	Number Concepts and Operations
PERFORMANCE EXPECTATION	B-8.MT1.1.	Demonstrates number sense and an understanding of quantity
BENCHMARK / PROFICIENCY		NUMBER NAMES & COUNT SEQUENCE
DESCRIPTOR	B-8.MT1.1.1.	<p>Attends to quantity while playing with objects (e.g., reaches or looks for more than one object)</p> <p><u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p>

STRAND / TOPIC	AR.B-8.MT.	Mathematical Thinking (Birth-8m)
CONTENT STANDARD	B-8.MT1.	Number Concepts and Operations

PERFORMANCE EXPECTATION	B-8.MT1.2.	Explores combining and separating groups (numerical operations)
BENCHMARK / PROFICIENCY		CHANGES IN QUANTITY/ADDITION & SUBTRACTION/EARLY DIVISION AND FRACTIONS
DESCRIPTOR		<p>Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: MT1.1 Demonstrates number sense and an understanding of quantity</p> <p><u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p>

STRAND / TOPIC	AR.B-8.MT.	Mathematical Thinking (Birth-8m)
CONTENT STANDARD	B-8.MT2.	Algebraic Thinking
PERFORMANCE EXPECTATION	B-8.MT2.1.	Uses classification and patterning skills
BENCHMARK / PROFICIENCY		CLASSIFICATION
DESCRIPTOR	B-8.MT2.1.1.	<p>Explores the characteristics of objects through various means (e.g., banging, mouthing, dropping) and shows different responses to familiar and unfamiliar people and situations</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:</p>

STRAND / TOPIC	AR.B-8.MT.	Mathematical Thinking (Birth-8m)
CONTENT STANDARD	B-8.MT2.	Algebraic Thinking
PERFORMANCE EXPECTATION	B-8.MT2.1.	Uses classification and patterning skills
BENCHMARK / PROFICIENCY		PATTERNING
DESCRIPTOR	B-8.MT2.1.2.	<p>Enjoys and anticipates repetition in activities and daily routines (e.g., smiles in anticipation of adult revealing face during peek-a-boo; makes vocalizations upon hearing a familiar song that is sung each time they are diapered)</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 14- Demonstrates self-control: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 40- Understands the passage of time and how events are related: Infants: 44- Uses dramatic play to express creativity:</p>

STRAND / TOPIC	AR.B-8.MT.	Mathematical Thinking (Birth-8m)
CONTENT STANDARD	B-8.MT3.	Measurement and Comparison
PERFORMANCE EXPECTATION	B-8.MT3.1.	Participates in exploratory measurement activities and compares objects
BENCHMARK / PROFICIENCY		MEASUREMENT
DESCRIPTOR	B-8.MT3.1.1.	<p>Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 08- Demonstrates interest and curiosity: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:</p>

STRAND / TOPIC	AR.B-8.MT.	Mathematical Thinking (Birth-8m)
CONTENT STANDARD	B-8.MT4.	Geometry and Spatial Sense
PERFORMANCE EXPECTATION	B-8.MT4.1.	Explores and describes shapes and spatial relationships
BENCHMARK / PROFICIENCY		SHAPE KNOWLEDGE
DESCRIPTOR	B-8.MT4.1.1.	<p>Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:</p>

STRAND / TOPIC	AR.B-8.MT.	Mathematical Thinking (Birth-8m)
CONTENT STANDARD	B-8.MT4.	Geometry and Spatial Sense

PERFORMANCE EXPECTATION	B-8.MT4.1.	Explores and describes shapes and spatial relationships
BENCHMARK / PROFICIENCY		SPATIAL SENSE
DESCRIPTOR	B-8.MT4.1.2.	<p>Explores how objects move (e.g., tracking objects with eyes and head, pushing cars down a ramp) and their own spatial sense (e.g., rolling over, bumping into things, trying to sit on chair that is too small)</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 45- Demonstrates awareness of cause and effect:</p>

STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST1.	Scientific Practices
PERFORMANCE EXPECTATION	B-8.ST1.1.	Engages in the scientific process to collect, analyze, and communicate information
BENCHMARK / PROFICIENCY		OBSERVATIONS, QUESTIONS, & PREDICTIONS
DESCRIPTOR	B-8.ST1.1.1.	<p>Explores and manipulates objects using multiple senses (e.g. touch, taste, sight, smell, sound)</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:</p>

STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST1.	Scientific Practices
PERFORMANCE EXPECTATION	B-8.ST1.1.	Engages in the scientific process to collect, analyze, and communicate information
BENCHMARK / PROFICIENCY		INVESTIGATION & HYPOTHESIS TESTING
DESCRIPTOR	B-8.ST1.1.2.	<p>Recognizes ability to make things happen (e.g., hits or kicks an object and it moves) and intentionally repeats actions to observe the reaction (e.g., bangs block on floor repeatedly to hear the sound it makes; flips switches on and off; splashes hands in water to see toys move)</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:</p>

STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	B-8.ST2.1.	Demonstrates knowledge of core science ideas and concepts

BENCHMARK / PROFICIENCY		SYSTEM PARTS & WHOLE
DESCRIPTOR	B-8.ST2.1.1.	Shows beginning awareness of parts of own body and how to use them to interact with the world in specific ways (e.g., using hands to pick up things; later in this age range leans ear closer to window when adult says, "Listen! Can you hear that outside?") <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 31- Demonstrates scientific inquiry skills: Infants: 33- Demonstrates knowledge related to living things and their environment: Infants: 46- Uses prior knowledge to build new knowledge:

STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	B-8.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		STRUCTURE & FUNCTION
DESCRIPTOR	B-8.ST2.1.2.	Explores characteristics of different animals, materials, and objects (e.g., explores different textures in touch-and-feel books; touches mouth of caregiver who is singing to see where sound is coming from) <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:

STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	B-8.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		STABILITY AND CHANGE
DESCRIPTOR	B-8.ST2.1.3.	Anticipates familiar routines and activities (e.g., mealtimes) and notices changes in the environment (e.g., later in this age range points to a piece of furniture that has been moved) <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:

STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	B-8.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials

BENCHMARK / PROFICIENCY		LIVING THINGS
DESCRIPTOR	B-8.ST3.1.1.	<p>Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)</p> <p><u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:</p>

STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	B-8.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
BENCHMARK / PROFICIENCY		NATURE & THE ENVIRONMENT
DESCRIPTOR	B-8.ST3.1.2.	<p>Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)</p> <p><u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:</p>

STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	B-8.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
BENCHMARK / PROFICIENCY		PHYSICAL OBJECTS & MATERIALS
DESCRIPTOR	B-8.ST3.1.3.	<p>Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)</p> <p><u>Progress Monitoring Skills</u> Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:</p>

STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	B-8.ST3.2.	Uses tools and engineering practices to explore and solve problems
BENCHMARK / PROFICIENCY		KNOWLEDGE & USE OF TOOLS
DESCRIPTOR	B-8.ST3.2.1.	<p>Uses body parts as tools to obtain a result (e.g., reaches out and grasps a rattle)</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to</p>

		play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:
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STRAND / TOPIC	AR.B-8.ST.	Science and Technology (Birth-8m)
CONTENT STANDARD	B-8.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	B-8.ST3.3.	Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play
BENCHMARK / PROFICIENCY		TECHNOLOGY HANDLING/DIGITAL LITERACY/DIGITAL CITIZENSHIP
DESCRIPTOR		Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: CD1.1 Shows curiosity and a willingness to try new things <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

STRAND / TOPIC	AR.B-8.SS.	Social Studies (Birth-8m)
CONTENT STANDARD	B-8.SS1.	Family, Community, and Culture
PERFORMANCE EXPECTATION	B-8.SS1.1.	Demonstrates positive connection to family and community
BENCHMARK / PROFICIENCY		LEARNING COMMUNITY/FAMILY & CULTURAL IDENTITY/AWARENESS OF ROLES IN SOCIETY
DESCRIPTOR		Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: SE1.1 Forms trusting relationships with nurturing adults; SE1.2 Interacts with peers; SE3.1 Shows awareness of self as unique individual; CD 3.2 Engages in symbolic and abstract thinking <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 12- Develops self-awareness: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:

STRAND / TOPIC	AR.B-8.SS.	Social Studies (Birth-8m)
CONTENT STANDARD	B-8.SS2.	History and Geography
PERFORMANCE EXPECTATION	B-8.SS2.1.	Shows awareness of sequence and change over time
BENCHMARK / PROFICIENCY		AWARENESS OF PAST & FUTURE
DESCRIPTOR	B-8.SS2.1.1.	Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver's instruction <u>Progress Monitoring Skills</u> Infants: 40- Understands the passage of time and how events are related:

STRAND / TOPIC	AR.B-8.CA.	Creativity and Aesthetics (Birth-8m)
CONTENT STANDARD	B-8.CA1.	Music and Movement
PERFORMANCE EXPECTATION	B-8.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		EXPLORATION OF MUSIC & MOVEMENT
DESCRIPTOR	B-8.CA1.1.1.	<p>Responds to music by turning head and reacting with body movements</p> <p><u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>

DESCRIPTOR	B-8.CA1.1.2.	<p>Uses objects and tools to make sounds (e.g., shakes rattle)</p> <p><u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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STRAND / TOPIC	AR.B-8.CA.	Creativity and Aesthetics (Birth-8m)
CONTENT STANDARD	B-8.CA2.	Visual Arts
PERFORMANCE EXPECTATION	B-8.CA2.1.	Explores, manipulates, creates, and responds to a variety of art media
BENCHMARK / PROFICIENCY		EXPLORATION OF ART
DESCRIPTOR	B-8.CA2.1.1.	<p>Explores textures and other sensory experiences</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:</p>

DESCRIPTOR	B-8.CA2.1.2.	<p>Shows interest in gazing at pictures, photographs, and bright and/or contrasting colors</p> <p><u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>
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STRAND / TOPIC	AR.B-8.CA.	Creativity and Aesthetics (Birth-8m)
CONTENT STANDARD	B-8.CA3.	Drama
PERFORMANCE EXPECTATION	B-8.CA3.1.	Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play
BENCHMARK / PROFICIENCY		EXPLORATION OF DRAMA
DESCRIPTOR	B-8.CA3.1.1.	<p>Engages in social play (e.g., peek-a-boo) with adults)</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 44- Uses dramatic play to express creativity:</p>

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