

California Preschool Learning Foundations

Grade: Ages Birth to 12 months - Adopted: 2009

SOCIAL-EMOTIONAL DEVELOPMENT (8 months)

CONTENT STANDARD / DOMAIN / PART CA.SED.

PERFORMANCE STANDARD / MODE	SED.8m.1.	Foundation: Interactions with Adults – The developing ability to respond to and engage with adults
EXPECTATION / SUBSTRAND		At around eight months of age, children purposefully engage in reciprocal interactions and try to influence the behavior of others. Children may be both interested in and cautious of unfamiliar adults.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.1.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.8m.1.1.1.	Attend to an unfamiliar adult with interest but show wariness or become anxious when that adult comes too close.
		Progress Monitoring Skills Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
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GRADE LEVEL EXPECTATION	SED.8m.1.1.2.	Take the infant care teacher's hands and rock forward and backwards as a way of asking her to sing a favorite song.
		Progress Monitoring Skills Infants: 22- Develops early phonological awareness (awareness of
		units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number:
		Infants: 26- Manipulates, compares, and describes relationships using quantity and number:
		Infants: 36- Demonstrates understanding of his/her family and an
		emerging awareness of their own culture and ethnicity: Infants: 43- Uses his/her voice, instruments, and objects to
		musically express creativity:
GRADE LEVEL	SED.8m.1.1.3.	Furnary in some cuch as not a calca and mark a has
EXPECTATION	SED.6M.1.1.3.	Engage in games such as pat-a-cake and peek-a-boo.
		Progress Monitoring Skills
		Infants: 10- Engages in a progression of individualized and imaginative play:
		Infants: 44- Uses dramatic play to express creativity:
GRADE LEVEL EXPECTATION	SED.8m.1.1.5.	Vocalize to get an infant care teacher's attention.
		Progress Monitoring Skills Infants: 15- Develops relationships with adults:
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CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.1.	Foundation: Interactions with Adults – The developing ability to respond to and engage with adults
EXPECTATION /		At around eight months of age, children purposefully engage in
SUBSTRAND		reciprocal interactions and try to influence the behavior of others. Children may be both interested in and cautious of unfamiliar adults.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.1.2.	Interactions with Adults: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL	SED.8m.1.2.1.	Engage in playful, face-to-face interactions with an adult, such as
EXPECTATION		taking turns vocalizing and then smiling or laughing.
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		Progress Monitoring Skills
		Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	SED.8m.1.2.2.	Begin to protest separations from significant adults.
		Progress Monitoring Skills
		Infants: 13- Engages in self-expression:
		Infants: 15- Develops relationships with adults:
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.2.	Foundation: Relationships with Adults – The development of close relationships with certain adults who provide consistent nurturance
EXPECTATION /		At around eight months of age, children seek a special relationship
SUBSTRAND		with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.2.1.	For example, the child may:
GRADE LEVEL	SED.8m.2.1.1.	Seek comfort from the infant care teacher by crying and looking for
EXPECTATION		him.
		Progress Monitoring Skills
		Infants: 09- Demonstrates self-control:
		Infants: 15- Develops relationships with adults:
		Infants: 16- Develops relationships with peers:
GRADE LEVEL EXPECTATION	SED.8m.2.1.2.	Cry out or follow after a parent when dropped off at the child care program.
		Progress Monitoring Skills
		Infants: 13- Engages in self-expression:
		Infants: 15- Develops relationships with adults:
	I	
GRADE LEVEL EXPECTATION	SED.8m.2.1.3.	Lift her arms to be picked up by the special infant care teacher.
		Progress Monitoring Skills
		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:
GRADE LEVEL EXPECTATION	SED.8m.2.1.4.	Crawl toward a parent when startled by a loud noise.
		Progress Monitoring Skills
		Infants: 15- Develops relationships with adults:
GRADE LEVEL	SED.8m.2.1.5.	Turn excitedly and raise his arms to greet a family member at
EXPECTATION		pick-up time.
		December 1 and 1 a
		Progress Monitoring Skills
	<u> </u>	Infants: 15- Develops relationships with adults:
CONTENT STANDARD	CASED	SOCIAL EMOTIONAL DEVELOPMENT (0 months)
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)

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PERFORMANCE STANDARD / MODE	SED.8m.2.	Foundation: Relationships with Adults – The development of close relationships with certain adults who provide consistent nurturance
EXPECTATION /		
SUBSTRAND		At around eight months of age, children seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and
SUBSTRAND		seeking proximity, especially when distressed.
FOUNDATION /	SED.8m.2.2.	Relationships with Adults: Behaviors leading up to the foundation (4
PROFICIENCY LEVEL	3ED.0111.2.2.	to 7 months). During this period, the child may:
GRADE LEVEL	SED.8m.2.2.1.	Hold on to a parent's sweater when being held.
EXPECTATION	3ED.0111.2.2.1.	noid on to a parent's Sweater when being heid.
EXPECIATION		Progress Monitoring Skills
		Infants: 15- Develops relationships with adults:
		infants. 10- Develops relationships with addits.
GRADE LEVEL	SED.8m.2.2.2.	Babble back and forth with the infant care teacher.
EXPECTATION	SED.0111.2.2.2.	Dabble back and forth with the infant care teacher.
EXPECIATION		Progress Monitoring Skills
		Infants: 13- Engages in self-expression:
		Infants: 18- Acquires vocabulary introduced in conversations,
		activities, stories, and/or books:
		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:
		illiants. 43- Demonstrates awareness of cause and effect.
CDARE LEVEL	0FD 0 0 0 0	De many libely to amile when any need by the infant care to also
GRADE LEVEL	SED.8m.2.2.3.	Be more likely to smile when approached by the infant care teacher
EXPECTATION		than a stranger.
		Decree Markette des Olivie
		Progress Monitoring Skills
		Infants: 15- Develops relationships with adults:
GRADE LEVEL	SED.8m.2.2.4.	Cry when an unfamiliar adult gets too close.
EXPECTATION		
		Progress Monitoring Skills
		Infants: 13- Engages in self-expression:
		Infants: 15- Develops relationships with adults:
CONTENT STANDARD /	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
DOMAIN / PART		
PERFORMANCE STANDARD	SED.8m.3.	Foundation: Interactions with Peers – The developing ability to
/ MODE		respond to and engage with other children
EXPECTATION /		At around eight months of age, children show interest in familiar and
SUBSTRAND		unfamiliar peers. Children may stare at another child, explore
		another child's face and body, and respond to siblings and older
		peers.
FOUNDATION /	SED.8m.3.1.	For example, the child may:
PROFICIENCY LEVEL		
GRADE LEVEL	SED.8m.3.1.1.	Watch other children with interest.
EXPECTATION		
		Progress Monitoring Skills
		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:
GRADE LEVEL	SED.8m.3.1.2.	Touch the eyes or hair of a peer.
EXPECTATION		
		Progress Monitoring Skills

		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:
GRADE LEVEL EXPECTATION	SED.8m.3.1.3.	Attend to a crying peer with a serious expression. Progress Monitoring Skills Infants: 16- Develops relationships with peers:
GRADE LEVEL EXPECTATION	SED.8m.3.1.4.	Laugh when an older sibling or peer makes a funny face. Progress Monitoring Skills Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.3.	Foundation: Interactions with Peers – The developing ability to respond to and engage with other children
EXPECTATION / SUBSTRAND		At around eight months of age, children show interest in familiar and unfamiliar peers. Children may stare at another child, explore another child's face and body, and respond to siblings and older peers.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.3.2.	Interactions with Peers: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.8m.3.2.1.	Notice other infants and children while sitting on a parent's or infant care teacher's lap.
		Progress Monitoring Skills
		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:

GRADE LEVEL	SED.8m.3.2.2.	Cry when hearing another baby cry.
EXPECTATION		
		Progress Monitoring Skills
		Infants: 16- Develops relationships with peers:

CONTENT STANDARD /	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
DOMAIN / PART		
PERFORMANCE STANDARD	SED.8m.4.	Foundation: Relationships with Peers – The development of
/ MODE		relationships with certain peers through interactions over time
EXPECTATION /		At around eight months of age, children show interest in familiar and
SUBSTRAND		unfamiliar children.
FOUNDATION /	SED.8m.4.1.	For example, the child may:
PROFICIENCY LEVEL		
GRADE LEVEL	SED.8m.4.1.1.	Watch other children with interest.
EXPECTATION		
		Progress Monitoring Skills
		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:
		illiants. 47- Demonstrates problem-solving skins.
GRADE LEVEL EXPECTATION	SED.8m.4.1.2.	Touch the eyes or hair of a peer.
EXI ESTATION		Progress Monitoring Skills
		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:
GRADE LEVEL EXPECTATION	SED.8m.4.1.3.	Attend to a crying peer with a serious expression.
EXPECIATION		Progress Monitoring Skills
		Infants: 16- Develops relationships with peers:
		initalits. 10- Develops relationships with peers.
GRADE LEVEL	SED.8m.4.1.4.	Laugh when an older sibling or peer makes a funny face.
EXPECTATION		
		Progress Monitoring Skills
		Infants: 11- Demonstrates a cooperative and flexible approach to
		play:
		Infants: 16- Develops relationships with peers:
GRADE LEVEL	SED.8m.4.1.5.	Try to get the attention of another child by smiling at him or babbling
EXPECTATION		to him.
		Progress Monitoring Skills
		Infants: 11- Demonstrates a cooperative and flexible approach to
		play:
		Infants: 16- Develops relationships with peers:
CONTENT STANDARD /	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
DOMAIN / PART	CED 0m 4	Foundation: Relationships with Peers – The development of
PERFORMANCE STANDARD / MODE	3ED.0111.4.	relationships with certain peers through interactions over time
EXPECTATION /		At around eight months of age, children show interest in familiar and
SUBSTRAND		unfamiliar children.
FOUNDATION /	SED.8m.4.2.	Behaviors leading up to the foundation (4 to 7 months). During this
PROFICIENCY LEVEL		period, the child may:
GRADE LEVEL	SED.8m.4.2.1.	Look at another child who is lying on the blanket nearby.
EXPECTATION		
		Progress Monitoring Skills
		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:
	<u> </u>	Infants: 47- Demonstrates problem-solving skills:
CDADE LEVE!	CED 0m 4 0 0	Turn toward the voice of a negent or alder sibling
GRADE LEVEL EXPECTATION	SED.8m.4.2.2.	Turn toward the voice of a parent or older sibling.
LAI LUIATION		

Progress Monitoring Skills
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:

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.5.	Foundation: Identity of Self in Relation to Others – The developing concept that the child is an individual operating within social relationships
EXPECTATION / SUBSTRAND		At around eight months of age, children show clear awareness of being a separate person and of being connected with other people. Children identify others as both distinct from and connected to themselves.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.5.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.8m.5.1.3.	Look at an unfamiliar adult with interest but show wariness or become anxious when that adult comes too close. Progress Monitoring Skills
		Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	SED.8m.5.1.4.	Wave arms and kick legs when a parent enters the room.
		Progress Monitoring Skills Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	SED.8m.5.1.5.	Cry when the favorite infant care teacher leaves the room.
		Progress Monitoring Skills Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
		mante. 10 Beverape relationings with dudits.

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.5.	Foundation: Identity of Self in Relation to Others – The developing concept that the child is an individual operating within social relationships
EXPECTATION / SUBSTRAND		At around eight months of age, children show clear awareness of being a separate person and of being connected with other people. Children identify others as both distinct from and connected to themselves.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.5.2.	Identity of Self in Relation to Others: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.8m.5.2.1.	Use hands to explore different parts of the body.
		Progress Monitoring Skills Infants: 33- Demonstrates knowledge related to living things and their environment:

GRADE LEVEL EXPECTATION	SED.8m.5.2.2.	Examine her own hands and a parent's hands.
		Progress Monitoring Skills

		Infanto: 22 Demonstrates knowledge valeted to living this and
		Infants: 33- Demonstrates knowledge related to living things and their environment:
GRADE LEVEL EXPECTATION	SED.8m.5.2.3.	Watch or listen for the infant care teacher to come to meet the child's needs.
		Progress Monitoring Skills Infants: 15- Develops relationships with adults:
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.6.	Foundation: Recognition of Ability – The developing understanding that the child can take action to influence the environment
EXPECTATION / SUBSTRAND		At around eight months of age, children understand that they are able to make things happen.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.6.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.8m.6.1.1.	Pat a musical toy to try to make the music come on again.
		Progress Monitoring Skills Infants: 45- Demonstrates awareness of cause and effect:
		indication to bottomatos anatomoso di cado ana citoti
GRADE LEVEL EXPECTATION	SED.8m.6.1.2.	Raise arms to be picked up by the infant care teacher.
LXI EGIATION		Progress Monitoring Skills
		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:
	I	
GRADE LEVEL EXPECTATION	SED.8m.6.1.3.	Initiate a favorite game; for example, hold out a foot to a parent to start a game of "This Little Piggy."
		Progress Monitoring Skills Infants: 15- Develops relationships with adults:
	1	Production of Production
GRADE LEVEL EXPECTATION	SED.8m.6.1.4.	Gesture at a book and smile with satisfaction after the infant care teacher gets it down from the shelf.
- A EVIATION		Progress Monitoring Skills
		Infants: 15- Develops relationships with adults:
	0.4.055	COOLLI EVOTIONAL PENTINE CO
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.6.	Foundation: Recognition of Ability – The developing understanding that the child can take action to influence the environment
EXPECTATION / SUBSTRAND		At around eight months of age, children understand that they are able to make things happen.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.6.2.	Recognition of Ability: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.8m.6.2.1.	Try again and again to roll over, even though not yet able to roll completely over.

		Progress Monitoring Skills
		Infants: 05- Develops gross-motor skills:
GRADE LEVEL EXPECTATION	SED.8m.6.2.3.	Shake a toy, hear it make noise, and shake it again.
		Progress Monitoring Skills
		Infants: 45- Demonstrates awareness of cause and effect:
GRADE LEVEL	SED.8m.6.2.4.	Stop crying upon seeing the infant care teacher approach with a
EXPECTATION		bottle.
		Progress Monitoring Skills
		Infants: 15- Develops relationships with adults:
CONTENT STANDARD /	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
DOMAIN / PART		
PERFORMANCE STANDARD	SED.8m.7.	Foundation: Expression of Emotion – The developing ability to
/ MODE		express a variety of feelings through facial expressions,
		movements, gestures, sounds, or words
EXPECTATION /		At around eight months of age, children express a variety of primary
SUBSTRAND		emotions such as contentment, distress, joy, sadness, interest,
		surprise, disgust, anger, and fear.
FOUNDATION /	SED.8m.7.1.	For example, the child may:
PROFICIENCY LEVEL		
GRADE LEVEL	SED.8m.7.1.1.	Exhibit wariness, cry, or turn away when a stranger approaches.
EXPECTATION		
		Progress Monitoring Skills
		Infants: 13- Engages in self-expression:
		Infants: 15- Develops relationships with adults:
GRADE LEVEL	SED.8m.7.1.2.	Be more likely to react with anger than just distress when
EXPECTATION		accidentally hurt by another child.
		Progress Monitoring Skills
		Infants: 09- Demonstrates self-control:
		Infants: 16- Develops relationships with peers:
GRADE LEVEL	SED.8m.7.1.3.	Express fear of unfamiliar people by moving near a familiar infant
EXPECTATION		care teacher.
		Progress Monitoring Skills
		Infants: 13- Engages in self-expression:
		Infants: 15- Develops relationships with adults:
		•
GRADE LEVEL	SED.8m.7.1.4.	Stop crying and snuggle after being picked up by a parent.
EXPECTATION		Description Manifestina Obilla
		Progress Monitoring Skills
		Infants: 15- Develops relationships with adults:
ODADE LEVEL	0ED 0 = 1 =	Observation when the left of the first and the left of
GRADE LEVEL	SED.8m.7.1.5.	Show surprise when the infant care teacher removes the blanket
EXPECTATION		covering her face to start a game of peek-a-boo.
		Described Manifestine Obille
		Progress Monitoring Skills
		Infants: 10- Engages in a progression of individualized and
		imaginative play:
		Infants: 44- Uses dramatic play to express creativity:
CONTENT OTANGA DE	04.050	COOLAL EMOTIONAL DEVELOPMENT (C
CONTENT STANDARD /	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
DOMAIN / PART		

DEDECORMANICE CTANDADD	OED 0 7	Foundation Foundation of Function. The developing chills to
PERFORMANCE STANDARD	SED.8m.7.	Foundation: Expression of Emotion – The developing ability to
/ MODE		express a variety of feelings through facial expressions,
		movements, gestures, sounds, or words
EXPECTATION /		At around eight months of age, children express a variety of primary
SUBSTRAND		emotions such as contentment, distress, joy, sadness, interest,
		surprise, disgust, anger, and fear.
FOUNDATION /	SED.8m.7.2.	Expression of Emotion: Behaviors leading up to the foundation (4 to
PROFICIENCY LEVEL		7 months). During this period, the child may:
GRADE LEVEL	SED.8m.7.2.1.	Get frustrated or angry when unable to reach a toy.
EXPECTATION	OLD:OIII.7.2.1.	oct indotrated of unigry when unable to readil a toy.
EXI EGIATION		Progress Monitoring Skills
		Infants: 09- Demonstrates self-control:
		Infants: 16- Develops relationships with peers:
GRADE LEVEL	SED.8m.7.2.2.	Express joy by squealing.
EXPECTATION		
		Progress Monitoring Skills
		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:
	l	p p. 5555.
CDADE LEVEL	OED 0 7.0.0	Frown and make noises to indicate frustration.
GRADE LEVEL	SED.8m.7.2.3.	Frown and make noises to indicate trustration.
EXPECTATION		
		Progress Monitoring Skills
		Infants: 09- Demonstrates self-control:
		Infants: 16- Develops relationships with peers:
GRADE LEVEL	SED.8m.7.2.4.	Be surprised when something unexpected happens.
EXPECTATION		
		Progress Monitoring Skills
		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:
CONTENT STANDARD /	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
DOMAIN / PART		
PERFORMANCE STANDARD	SED.8m.8.	Foundation: Empathy – The developing ability to share in the
/ MODE		emotional experiences of others
EXPECTATION /		At around eight months of age, children demonstrate awareness of
SUBSTRAND		others' feelings by reacting to their emotional expressions.
FOUNDATION /	SED.8m.8.1.	For example, the child may:
PROFICIENCY LEVEL	010.0.1.	i or oxampio, the oring may
GRADE LEVEL	SED.8m.8.1.1.	Stop playing and look at a child who is crying.
	3ED.0111.0.1.1.	Stop playing and look at a clinic who is crying.
EXPECTATION		Dunguage Manitaging Chill-
		Progress Monitoring Skills
		Infants: 16- Develops relationships with peers:
GRADE LEVEL	SED.8m.8.1.2.	Laugh when an older sibling or peer makes a funny face.
EXPECTATION		
		Progress Monitoring Skills
		Infants: 15- Develops relationships with adults:
	1	Production of the summer
GRADE LEVEL	SED.8m.8.1.3.	Return the smile of the infant care teacher.
GRADE LEVEL	3ED.0111.0.1.3.	Return the Sinne of the infant care teacher.
EXPECTATION		

		Progress Monitoring Skills Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	SED.8m.8.1.4.	Grimace when another child cries.
		Progress Monitoring Skills Infants: 16- Develops relationships with peers:
CONTENT STANDARD /	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
DOMAIN / PART		
PERFORMANCE STANDARD / MODE	SED.8m.8.	Foundation: Empathy – The developing ability to share in the emotional experiences of others
EXPECTATION / SUBSTRAND		At around eight months of age, children demonstrate awareness of others' feelings by reacting to their emotional expressions.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.8.2.	Empathy: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.8m.8.2.1.	Cry when hearing another baby cry.
		Progress Monitoring Skills Infants: 16- Develops relationships with peers:
CONTENT STANDARD /	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (6 MORUIS)
PERFORMANCE STANDARD / MODE	SED.8m.9.	Foundation: Emotion Regulation – The developing ability to manage emotional responses, with assistance from others and independently
EXPECTATION / SUBSTRAND		At around eight months of age, children use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.9.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.8m.9.1.1.	Turn away from an overstimulating activity.
		Progress Monitoring Skills Infants: 14- Demonstrates self-control:
GRADE LEVEL	SED.8m.9.1.2.	Vocalize to get a parent's attention.
EXPECTATION	3LD.0111.9.1.2.	
		Progress Monitoring Skills Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	SED.8m.9.1.3.	Lift arms to the infant care teacher to communicate a desire to be held.
		Progress Monitoring Skills 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:
GRADE LEVEL EXPECTATION	SED.8m.9.1.4.	Turn toward the infant care teacher for assistance when crying.
		Progress Monitoring Skills Infants: 15- Develops relationships with adults:

GRADE LEVEL EXPECTATION	SED.8m.9.1.6.	Reach toward a bottle that is up on the counter and vocalize when hungry. Progress Monitoring Skills
		Infants: 02- Participates in activities related to nutrition:
GRADE LEVEL EXPECTATION	SED.8m.9.1.7.	Make a face of disgust to tell the infant care teacher that he does not want any more food.
		Progress Monitoring Skills Infants: 02- Participates in activities related to nutrition: 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:
GRADE LEVEL	SED.8m.9.1.8.	Bump head, cry, and look to infant care teacher for comfort.
EXPECTATION		Progress Monitoring Skills Infants: 09- Demonstrates self-control: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers:
GRADE LEVEL EXPECTATION	SED.8m.9.1.9.	Suck on a thumb to make self feel better.
LAI ESTATION		Progress Monitoring Skills Infants: 14- Demonstrates self-control:
GRADE LEVEL EXPECTATION	SED.8m.9.1.10.	Look at the infant care teacher when an unfamiliar person enters the room.
		Progress Monitoring Skills Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.9.	Foundation: Emotion Regulation – The developing ability to manage emotional responses, with assistance from others and independently
EXPECTATION / SUBSTRAND		At around eight months of age, children use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.9.2.	Emotion Regulation: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.8m.9.2.1.	Suck on hands, focus on an interesting toy, or move the body in a rocking motion to calm self.
		Progress Monitoring Skills Infants: 14- Demonstrates self-control:
GRADE LEVEL EXPECTATION	SED.8m.9.2.2.	Cry inconsolably less often than in the early months.
		Progress Monitoring Skills

		Infants: 09- Demonstrates self-control:
		Infants: 16- Develops relationships with peers:
GRADE LEVEL EXPECTATION	SED.8m.9.2.3.	Calm self by sucking on fingers or hands.
		Progress Monitoring Skills
		Infants: 14- Demonstrates self-control:
GRADE LEVEL	SED.8m.9.2.4.	Po chie to inhibit come possitive emotions
EXPECTATION	SED.8M.9.2.4.	Be able to inhibit some negative emotions.
		Progress Monitoring Skills
		Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
	I	muno. 10 Bovolopo rolucionompo wich pooro.
GRADE LEVEL EXPECTATION	SED.8m.9.2.5.	Shift attention away from a distressing event onto an object, as a way of managing emotions.
		Progress Monitoring Skills
		Infants: 09- Demonstrates self-control:
		Infants: 16- Develops relationships with peers:
0040515151	055 0 0 0 0	E-Ht
GRADE LEVEL EXPECTATION	SED.8m.9.2.6.	Fall asleep when feeling overwhelmed.
		Progress Monitoring Skills
		Infants: 01-Practices healthy and safe habits:
CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD	SED.8m.10.	Foundation: Impulse Control – The developing capacity to wait for
/ MODE		needs to be met, to inhibit potentially hurtful behavior, and to act
		according to social expectations, including safety rules
EXPECTATION / SUBSTRAND		At around eight months of age, children act on impulses.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.10.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.8m.10.1.1.	Explore the feel of hair by pulling it.
		Progress Monitoring Skills
		Infants: 09- Demonstrates self-control:
		Infants: 14- Demonstrates self-control:
GRADE LEVEL	CED 0 40 4 2	Deach for an interesting to that another shild is mouthing
EXPECTATION	3ED.0III. 10. 1.2.	Reach for an interesting toy that another child is mouthing.
		Progress Monitoring Skills
		Infants: 11- Demonstrates a cooperative and flexible approach to
		play: Infants: 16- Develops relationships with peers:
	1	
GRADE LEVEL EXPECTATION	SED.8m.10.1.3.	Reach for another child's bottle that was just set down nearby.
		Progress Monitoring Skills
		Infants: 09- Demonstrates self-control:
		Infants: 14- Demonstrates self-control:
GRADE LEVEL	SED.8m.10.1.4.	Turn the head away or push the bottle away when finished eating.
EXPECTATION		and and analy are passed and analy miles miles outling.
		Progress Monitoring Skills
		Infants: 02- Participates in activities related to nutrition:

CONTENT STANDARD / DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	SED.8m.10.	Foundation: Impulse Control – The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules
EXPECTATION / SUBSTRAND		At around eight months of age, children act on impulses.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.10.2.	Impulse Control: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	SED.8m.10.2.1.	Cry when hungry or tired. Progress Monitoring Skills Infants: 09- Demonstrates self-control:
		Infants: 16- Develops relationships with peers:
GRADE LEVEL EXPECTATION	SED.8m.10.2.2.	Fall asleep when tired.
		Progress Monitoring Skills Infants: 01-Practices healthy and safe habits:
CONTENT STANDARD /	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
DOMAIN / PART	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (6 HIGHLIS)
PERFORMANCE STANDARD / MODE	SED.8m.11.	Foundation: Social Understanding – The developing understanding of the responses, communication, emotional expressions, and actions of other people
EXPECTATION / SUBSTRAND		At around eight months of age, children have learned what to expect from familiar people, understand what to do to get another's attention, engage in back-and-forth interactions with others, and imitate the simple actions or facial expressions of others.
FOUNDATION / PROFICIENCY LEVEL	SED.8m.11.1.	For example, the child may:
GRADE LEVEL EXPECTATION	SED.8m.11.1.1.	Smile when the infant care teacher pauses, to get her to continue playing peek-a-boo or pat-a-cake.
		Progress Monitoring Skills Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 15- Develops relationships with adults:
		Infants: 44- Uses dramatic play to express creativity:
GRADE LEVEL EXPECTATION	SED.8m.11.1.2.	Squeal in anticipation of the infant care teacher's uncovering her eyes during a game of peek-a-boo.
		Progress Monitoring Skills Infants: 10- Engages in a progression of individualized and imaginative play:
		Infants: 44- Uses dramatic play to express creativity:
GRADE LEVEL EXPECTATION	SED.8m.11.1.3.	Learn simple behaviors by imitating a parent's facial expressions, gestures, or sounds.
		Progress Monitoring Skills 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: 44- Uses dramatic play to express creativity:
		Infants: 45- Demonstrates awareness of cause and effect:
GRADE LEVEL EXPECTATION	SED.8m.11.1.4.	Try to get a familiar game or routine started by prompting the infant care teacher.
		Progress Monitoring Skills
		Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	SED.8m.11.1.5.	Quiet crying upon realizing that the infant care teacher is approaching.
		Progress Monitoring Skills
		Infants: 09- Demonstrates self-control:
		Infants: 15- Develops relationships with adults:
		Infants: 16- Develops relationships with peers:
		parameter a consequence of the c
CONTENT STANDARD /	CA.SED.	SOCIAL-EMOTIONAL DEVELOPMENT (8 months)
DOMAIN / PART	OA.SED.	SOCIAL-EMOTIONAL DEVELOT MENT (6 HIGHLIS)
PERFORMANCE STANDARD	SED 8m 11	Foundation: Social Understanding – The developing understanding
/ MODE	OLD.OIII.TT.	of the responses, communication, emotional expressions, and
MODE		actions of other people
EXPECTATION /		At around eight months of age, children have learned what to expect
SUBSTRAND		from familiar people, understand what to do to get another's
COBOTTANTO		attention, engage in back-and-forth interactions with others, and
		imitate the simple actions or facial expressions of others.
FOUNDATION /	SED.8m.11.2.	Social Understanding: Behaviors leading up to the foundation (4 to 7
PROFICIENCY LEVEL		months). During this period, the child may:
GRADE LEVEL	SED.8m.11.2.1.	Make imperative vocal sounds to attract the infant care teacher's
EXPECTATION		attention.
		Progress Monitoring Skills
		Infants: 15- Develops relationships with adults:
		A control of the cont

GRADE LEVEL EXPECTATION	Participate in playful, face-to-face interactions with an adult, such as taking turns vocalizing.
	Progress Monitoring Skills Infants: 15- Develops relationships with adults:

CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.1.	Foundation: Receptive Language – The developing ability to understand words and increasingly complex utterances
EXPECTATION / SUBSTRAND		At around eight months of age, children show understanding of a small number of familiar words and react to the infant care teacher's overall tone of voice.
FOUNDATION / PROFICIENCY LEVEL	LD.8m.1.2.	Receptive Language: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	LD.8m.1.2.1.	Vocalize in response to the infant care teacher's speech. Progress Monitoring Skills
		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: 20- Uses increasingly complex spoken language:

GRADE LEVEL EXPECTATION	LD.8m.1.2.2.	Quiet down when hearing the infant care teacher's voice.
		Progress Monitoring Skills Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	LD.8m.1.2.3.	Turn toward the window when hearing a fire truck drive by.
		Progress Monitoring Skills Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:
		Infants: 31- Demonstrates scientific inquiry skills:
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.2.	Foundation: Expressive Language – The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances
EXPECTATION /		At around eight months of age, children experiment with sounds,
SUBSTRAND		practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.
FOUNDATION / PROFICIENCY LEVEL	LD.8m.2.1.	For example, the child may:
GRADE LEVEL EXPECTATION	LD.8m.2.1.1.	Vocalize to get the infant care teacher's attention.
		Progress Monitoring Skills Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	LD.8m.2.1.2.	Repeat sounds when babbling, such as "da da da da" or "ba ba ba."
		Progress Monitoring Skills Infants: 46- Uses prior knowledge to build new knowledge:
		,
GRADE LEVEL EXPECTATION	LD.8m.2.1.4.	Lift arms to the infant care teacher to communicate a desire to be held.
		Progress Monitoring Skills
		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:
	1	The second secon
CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD	LD.8m.2.	Foundation: Expressive Language – The developing ability to
/ MODE		produce the sounds of language and use vocabulary and increasingly complex utterances
EXPECTATION /		At around eight months of age, children experiment with sounds,
SUBSTRAND		practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.
EQUINDATION /	ID 0m 2.2	Expressive Language Polygians leading up to the foundation (4 to 7

FOUNDATION / PROFICIENCY LEVEL

LD.8m.2.2.

Expressive Language: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:

GRADE LEVEL EXPECTATION	LD.8m.2.2.1.	Squeal when excited.
		Progress Monitoring Skills
		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:
GRADE LEVEL EXPECTATION	LD.8m.2.2.2.	Make an angry noise when another child takes a toy.
		Progress Monitoring Skills
		Infants: 09- Demonstrates self-control:
		Infants: 16- Develops relationships with peers:
GRADE LEVEL	LD.8m.2.2.3.	Make a face of disgust to tell the infant care teacher that she does
EXPECTATION		not want any more food.
		Progress Monitoring Skills
		Infants: 02- Participates in activities related to nutrition:
		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:

CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.3.	Foundation: Communication Skills and Knowledge – The developing ability to communicate nonverbally and verbally
EXPECTATION / SUBSTRAND		At around eight months of age, children participate in back-and-forth communication and games.
FOUNDATION / PROFICIENCY LEVEL	LD.8m.3.1.	For example, the child may:
GRADE LEVEL EXPECTATION	LD.8m.3.1.1.	Put arms up above head when the infant care teacher says, "soooo big."
		Progress Monitoring Skills 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:
GRADE LEVEL EXPECTATION	LD.8m.3.1.2.	Try to get the infant care teacher to play peek-a-boo by hiding her face behind a blanket, uncovering her face, and laughing.
EXPECIATION		Progress Monitoring Skills Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 44- Uses dramatic play to express creativity:

GRADE LEVEL EXPECTATION	LD.8m.3.1.3.	Pull the infant care teacher's hands away from his face during a game of peek-a-boo. Progress Monitoring Skills Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 44- Uses dramatic play to express creativity:
GRADE LEVEL EXPECTATION	LD.8m.3.1.4.	Try to clap hands to get the infant care teacher to continue playing pat-a-cake. Progress Monitoring Skills Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	LD.8m.3.1.5.	Make sounds when the infant care teacher is singing a song. Progress Monitoring Skills Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
GRADE LEVEL EXPECTATION	LD.8m.3.1.6.	Interact with the infant care teacher while singing a song with actions or while doing finger plays. Progress Monitoring Skills Infants: 15- Develops relationships with adults: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 44- Uses dramatic play to express creativity:

CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE		Foundation: Communication Skills and Knowledge – The developing ability to communicate nonverbally and verbally
EXPECTATION / SUBSTRAND		At around eight months of age, children participate in back-and-forth communication and games.
FOUNDATION / PROFICIENCY LEVEL		Communication Skills and Knowledge: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	LD.8m.3.2.1.	Respond with babbling when the infant care teacher asks a question.
		Progress Monitoring Skills
		Infants: 20- Uses increasingly complex spoken language:

GRADE LEVEL EXPECTATION	LD.8m.3.2.2.	Laugh when a parent nuzzles her face in the child's belly, vocalizes expectantly when she pulls back, and laugh when she nuzzles again.
		Progress Monitoring Skills
		Infants: 15- Develops relationships with adults:
GRADE LEVEL EXPECTATION	LD.8m.3.2.3.	Move body in a rocking motion to get the infant care teacher to continue rocking.
		Progress Monitoring Skills Infants: 15- Develops relationships with adults:

CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.4.	Foundation: Interest in Print – The developing interest in engaging with print in books and in the environment
EXPECTATION / SUBSTRAND		At around eight months of age, children explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult.
FOUNDATION / PROFICIENCY LEVEL	LD.8m.4.1.	For example, the child may:
GRADE LEVEL EXPECTATION	LD.8m.4.1.1.	Point to or indicate an object that he would like the infant care teacher to pay attention to.
		Progress Monitoring Skills
		Infants: 15- Develops relationships with adults:
	ı	
GRADE LEVEL EXPECTATION	LD.8m.4.1.2.	Look intently at photographs of classmates when the infant care teacher talks about the pictures.
		Progress Monitoring Skills
		Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
GRADE LEVEL EXPECTATION	LD.8m.4.1.3.	Look at pictures that a parent points to while reading a storybook.
		Progress Monitoring Skills
		Infants: 42- Creates, observes, and analyzes visual art forms to
		develop artistic expression:
GRADE LEVEL EXPECTATION	LD.8m.4.1.4.	Hold a book and try to turn the pages.
		Progress Monitoring Skills
		Infants: 23- Demonstrates awareness of print concepts :

CONTENT STANDARD / DOMAIN / PART	CA.LD.	LANGUAGE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	LD.8m.4.	Foundation: Interest in Print – The developing interest in engaging with print in books and in the environment
EXPECTATION / SUBSTRAND		At around eight months of age, children explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult.
FOUNDATION / PROFICIENCY LEVEL		Interest in Print: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	LD.8m.4.2.1.	Chew on a board book.
		Progress Monitoring Skills Infants: 23- Demonstrates awareness of print concepts :

CONTENT STANDARD	CA.CD.	COGNITIVE DEVELOPMENT (8 MONTHS)
DOMAIN / PART	OD 0 4	Foundation Cours and Effect. The developing and entending that
PERFORMANCE STANDARD / MODE	CD.8m.1.	Foundation: Cause-and-Effect – The developing understanding that
EXPECTATION /		one event brings about another At around eight months of age, children perform simple actions to
SUBSTRAND		make things happen, notice the relationships between events, and
SUBSTRAND		notice the effects of others on the immediate environment.
FOUNDATION /	CD.8m.1.1.	
PROFICIENCY LEVEL	CD.8m.1.1.	For example, the child may:
	OD 0 4 4 4	Ohalia a tau haan tha aasind it maliaa and than ahalia it anais
GRADE LEVEL EXPECTATION	CD.8m.1.1.1.	Shake a toy, hear the sound it makes, and then shake it again.
EXPECIATION		Progress Monitoring Skills
		Infants: 45- Demonstrates awareness of cause and effect:
		mants. 40- Demonstrates awareness of cause and effect.
CDADE LEVEL	CD 0m 4.4.2	I could be home a suppose on the table matics the land according to
GRADE LEVEL	CD.8m.1.1.2.	Loudly bang a spoon on the table, notice the loud sound, and do it
EXPECTATION		again.
		Progress Monitoring Skills
		Infants: 45- Demonstrates awareness of cause and effect:
		illiants. 43- Demonstrates awareness of cause and effect.
CDADE LEVEL	CD 0m 4.4.0	Michael the infant care to show wind an a more beautiful and and
GRADE LEVEL	CD.8m.1.1.3.	Watch the infant care teacher wind up a music box and, when the
EXPECTATION		music stops, touch her hand to get her to make it start again.
		Progress Monitoring Skills
		Infants: 45- Demonstrates awareness of cause and effect:
		illiants. 45- Demonstrates awareness of cause and effect.
CDADE LEVEL	OD 0 4 4 4	Outside house in water and notice how his face note wat
GRADE LEVEL	CD.8m.1.1.4.	Splash hands in water and notice how his face gets wet.
EXPECTATION		Brogress Manitoring Skills
		Progress Monitoring Skills Infants: 45- Demonstrates awareness of cause and effect:
		illiants. 43- Demonstrates awareness of cause and effect.
GRADE LEVEL	CD.8m.1.1.5.	Duch a hutton on the nuch hutton toy and watch the figure non un
EXPECTATION	CD.0111.1.1.5.	Push a button on the push-button toy and watch the figure pop up.
LAFECIATION		Progress Monitoring Skills
		Infants: 45- Demonstrates awareness of cause and effect:
	<u> </u>	
GRADE LEVEL	CD.8m.1.1.6.	Put objects into a clear container, turn it over and watch the objects
EXPECTATION	CD.0111.1.1.0.	fall out, and then fill it up again.
EXI EGIATION		ian out, and then fin it up again.
		Progress Monitoring Skills
		Infants: 45- Demonstrates awareness of cause and effect:
	1	
GRADE LEVEL	CD.8m.1.1.7.	Clap hands and then look at a parent to get her to play pat-a-cake.
EXPECTATION	35.0III.1.1.1.	olap hands and then look at a parent to get her to play pat-a-cake.
LA LOIAHOR		Progress Monitoring Skills
		Infants: 15- Develops relationships with adults:
	ı	
CONTENT STANDARD /	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
DOMAIN / PART	OA.OD.	OSSITTIVE DEVELOT MERT (O MORRIS)
PERFORMANCE STANDARD	CD.8m.1	Foundation: Cause-and-Effect – The developing understanding that
/ MODE	221011111	one event brings about another
EXPECTATION /		At around eight months of age, children perform simple actions to
SUBSTRAND		make things happen, notice the relationships between events, and
		notice the effects of others on the immediate environment.
FOUNDATION /	CD.8m.1.2.	Cause-and-Effect: Behaviors leading up to the foundation (4 to 7
PROFICIENCY LEVEL		months). During this period, the child may:
GRADE LEVEL	CD.8m.1.2.1.	Hear a loud noise and turn head in the direction of the noise.
EXPECTATION		a in the ana tann near in the announced of the fields

EXPECTATION

CONTENT STANDARD / CA.CD. COGNITIVE DEVELOPMENT (8 months)

	I	D 14 14 1 01 111
		Progress Monitoring Skills Infants: 45- Demonstrates awareness of cause and effect:
	l	miants. 43- Demonstrates awareness of Cause and effect:
GRADE LEVEL EXPECTATION	CD.8m.1.2.2.	Explore toys with hands and mouth.
		Progress Monitoring Skills 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: 31- Demonstrates scientific inquiry skills:
		iniants. 31- Demonstrates scientific inquiry skins.
GRADE LEVEL EXPECTATION	CD.8m.1.2.3.	Move body in a rocking motion to get the infant care teacher to
EXPECIATION		continue rocking.
		Progress Monitoring Skills
		Infants: 45- Demonstrates awareness of cause and effect:
	0000	
GRADE LEVEL EXPECTATION	CD.8m.1.2.4.	Kick legs in the crib and notice that the mobile up above jiggles with the kicking movements.
EXPECIATION		the kicking movements.
		Progress Monitoring Skills
		Infants: 45- Demonstrates awareness of cause and effect:
	00 0 4 0 5	Afficial for a few self-second self-second
GRADE LEVEL EXPECTATION	CD.8m.1.2.5.	Attend to a toy while exploring it with the hands.
		Progress Monitoring Skills
		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: 47- Demonstrates problem-solving skills:
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.2.	Foundation: Spatial Relationships – The developing understanding of how things move and fit in space
EXPECTATION /		At around eight months of age, children move their bodies, explore
SUBSTRAND		the size and shape of objects, and observe people and objects as
FOUNDATION /	CD 9 2.4	they move through space.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.2.1.	For example, the child may:
GRADE LEVEL	CD.8m.2.1.1.	Use vision or hearing to track the path of someone walking by.
EXPECTATION		Durana Marifesta Olive
		Progress Monitoring Skills 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: 45- Demonstrates awareness of cause and effect:
GRADE LEVEL	CD.8m.2.1.2.	Watch a ball roll away after accidentally knocking it.
EXPECTATION		The state of the s
		Progress Monitoring Skills

		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:
GRADE LEVEL	CD.8m.2.1.3.	Hold one stacking cup in each hand.
EXPECTATION		Trota one stanting out in out. Handi
		Progress Monitoring Skills
		Infants: 27- Explores and communicates about distance, weight,
		length, height, and time:
00.405.457.57	0000011	
GRADE LEVEL EXPECTATION	CD.8m.2.1.4.	Put toys into a clear container, dump them out, and then fill the
EXPECIATION		container up again.
		Progress Monitoring Skills
		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: 47- Demonstrates problem-solving skills:
CONTENT STANDARD /	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
DOMAIN / PART	OA.OD.	SOCIALITY E DEVELOT MENT (6 months)
PERFORMANCE STANDARD	CD.8m.2.	Foundation: Spatial Relationships – The developing understanding
/ MODE		of how things move and fit in space
EXPECTATION /		At around eight months of age, children move their bodies, explore
SUBSTRAND		the size and shape of objects, and observe people and objects as
FOUNDATION /	00.000	they move through space.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.2.2.	Spatial Relationships: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL	CD.8m.2.2.1.	Look at her own hand.
EXPECTATION	05.0111.2.2.11	Look at not own hand.
		Progress Monitoring Skills
		Infants: 03- Demonstrates an awareness of the body in space and
		child's relationship to objects in space:
		Infants: 29- Explores, recognizes, and describes spatial
		relationships between objects:
	00.0000	Description and the terror of
GRADE LEVEL EXPECTATION	CD.8m.2.2.2.	Reach for a nearby toy and try to grasp it.
LAI LOIATION		Progress Monitoring Skills
		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: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:
CDADE LEVEL	CD 9m 2 2 2	Infants: 47- Demonstrates problem-solving skills:
GRADE LEVEL	CD.8m.2.2.3.	·
GRADE LEVEL EXPECTATION	CD.8m.2.2.3.	Infants: 47- Demonstrates problem-solving skills: Explore toys with hands and mouth.
	CD.8m.2.2.3.	Infants: 47- Demonstrates problem-solving skills: Explore toys with hands and mouth. Progress Monitoring Skills
	CD.8m.2.2.3.	Infants: 47- Demonstrates problem-solving skills: Explore toys with hands and mouth.
	CD.8m.2.2.3.	Infants: 47- Demonstrates problem-solving skills: Explore toys with hands and mouth. Progress Monitoring Skills 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
	CD.8m.2.2.3.	Infants: 47- Demonstrates problem-solving skills: Explore toys with hands and mouth. Progress Monitoring Skills 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:
	CD.8m.2.2.3.	Infants: 47- Demonstrates problem-solving skills: Explore toys with hands and mouth. Progress Monitoring Skills 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

		imaginative play: Infants: 31- Demonstrates scientific inquiry skills:
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.3.	Foundation: Problem Solving – The developing ability to engage in a purposeful effort to reach a goal or figure out how something works
EXPECTATION / SUBSTRAND		At around eight months of age, children use simple actions to try to solve problems involving objects, their bodies, or other people.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.3.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.8m.3.1.1.	Shake, bang, and squeeze toys repeatedly to make the sounds happen again and again.
		Progress Monitoring Skills 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: 45- Demonstrates awareness of cause and effect:
		Infants: 47- Demonstrates problem-solving skills:
GRADE LEVEL EXPECTATION	CD.8m.3.1.2.	Reach for a ball as it rolls away.
		Progress Monitoring Skills
		Infants: 29- Explores, recognizes, and describes spatial
		relationships between objects: Infants: 45- Demonstrates awareness of cause and effect:
		Infants: 45- Demonstrates awareness of cause and effect. Infants: 46- Uses prior knowledge to build new knowledge:
GRADE LEVEL EXPECTATION	CD.8m.3.1.4.	Pull the string on a toy to make it come closer.
LAI EGIATION		Progress Monitoring Skills Infants: 47- Demonstrates problem-solving skills:
	I	
GRADE LEVEL EXPECTATION	CD.8m.3.1.5.	Focus on a desired toy that is just out of reach while repeatedly reaching for it.
		Progress Monitoring Skills Infants: 09- Demonstrates self-control:
		Infants: 13- Engages in self-expression:
GRADE LEVEL EXPECTATION	CD.8m.3.1.6.	Turn the bottle over to get the nipple in his mouth.
		Progress Monitoring Skills Infants: 02- Participates in activities related to nutrition:
GRADE LEVEL EXPECTATION	CD.8m.3.1.7.	Lift up a scarf to search for a toy that is hidden underneath.
		Progress Monitoring Skills Infants: 07- Demonstrates initiative and self-direction:
		Infants: 08- Demonstrates interest and curiosity:
		Infants: 09- Demonstrates self-control: Infants: 47- Demonstrates problem-solving skills:
CONTENT OTANDARD /	CACR	COONTINE DEVELOPMENT (9
CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)

PERFORMANCE STANDARD	CD.8m.3.	Foundation: Problem Solving – The developing ability to engage in a
/ MODE		purposeful effort to reach a goal or figure out how something works
EXPECTATION /		At around eight months of age, children use simple actions to try to
SUBSTRAND	000	solve problems involving objects, their bodies, or other people.
FOUNDATION /	CD.8m.3.2.	Problem Solving: Behaviors leading up to the foundation (4 to 7
PROFICIENCY LEVEL		months). During this period, the child may:
GRADE LEVEL	CD.8m.3.2.1.	Explore toys with hands and mouth.
EXPECTATION		
		Progress Monitoring Skills
		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- Develops fine-motor skins. Infants: 10- Engages in a progression of individualized and
		imaginative play:
		Infants: 31- Demonstrates scientific inquiry skills:
		illiants. 31- Demonstrates scientific inquiry skills.
GRADE LEVEL	CD.8m.3.2.2.	Reach for a second toy when already holding on to one toy.
EXPECTATION	CD.0111.3.2.2.	Reach for a second toy when already notding on to one toy.
EXPECIATION		Progress Monitoring Skills
		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: 47- Demonstrates problem-solving skills:
	I .	
GRADE LEVEL	CD.8m.3.2.3.	Hold a toy up to look at it while exploring it with the hands.
EXPECTATION	02101111012101	The state of the s
		Progress Monitoring Skills
		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: 47- Demonstrates problem-solving skills:
CONTENT STANDARD /	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
DOMAIN / PART	00.0	
PERFORMANCE STANDARD	CD.8m.4.	Foundation: Imitation – The developing ability to mirror, repeat, and
/ MODE		practice the actions of others, either immediately or later
EXPECTATION /		At around 8 months of age, children imitate simple actions and
SUBSTRAND	OD 0 4.4	expressions of others during interactions.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.4.1.	For example, the child may:
GRADE LEVEL	CD.8m.4.1.1.	Convitte infant care tageharia mayamenta when playing not a sale
EXPECTATION	CD.0111.4.1.1.	Copy the infant care teacher's movements when playing pat-a-cake
LAFECIATION		and peek-a-boo.
		Progress Monitoring Skills
		Infants: 10- Engages in a progression of individualized and
		imaginative play:
		Infants: 11- Demonstrates a cooperative and flexible approach to
		play:
		Infants: 44- Uses dramatic play to express creativity:
	I	and the second proof to suppose steaming.
GRADE LEVEL	CD.8m.4.1.2.	Imitate a familiar gesture, such as clapping hands together or
EXPECTATION		patting a doll's back, after seeing the infant care teacher do it.
		parameter and a work, which could be in minute out of the

		Progress Monitoring Skills 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: 11- Demonstrates a cooperative and flexible approach to 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:
GRADE LEVEL EXPECTATION	CD.8m.4.1.3.	Notice how the infant care teacher makes a toy work and then push the same button to make it happen again. Progress Monitoring Skills Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.4.	Foundation: Imitation – The developing ability to mirror, repeat, and practice the actions of others, either immediately or later
EXPECTATION / SUBSTRAND		At around 8 months of age, children imitate simple actions and expressions of others during interactions.
FOUNDATION / PROFICIENCY LEVEL		Imitation: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION		Listen to the infant care teacher talk during a diaper change and then babble back when she pauses.
		Progress Monitoring Skills Infants: 01-Practices healthy and safe habits:

GRADE LEVEL EXPECTATION	CD.8m.4.2.2.	Copy the intonation of the infant care teacher's speech when babbling.
		Progress Monitoring Skills Infants: 19- Uses nonverbal communication for a variety of purposes:
		Infants: 20- Uses increasingly complex spoken language: Infants: 44- Uses dramatic play to express creativity:

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.5.	Foundation: Memory – The developing ability to store and later retrieve information about past experiences
EXPECTATION / SUBSTRAND		At around 8 months of age, children recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.5.1.	For example, the child may:
GRADE LEVEL EXPECTATION		Look for the father after he briefly steps out of the child care room during drop-off in the morning. Progress Monitoring Skills

Infants: 13- Engages in self-expression:
Infants: 15- Develops relationships with adults:

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.5.	Foundation: Memory – The developing ability to store and later retrieve information about past experiences
EXPECTATION / SUBSTRAND		At around 8 months of age, children recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.5.2.	Memory: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.8m.5.2.1.	Explore toys with hands and mouth. Progress Monitoring Skills 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: 31- Demonstrates scientific inquiry skills:
GRADE LEVEL EXPECTATION	CD.8m.5.2.2.	Find a rattle hidden under a blanket when only the handle is showing. Progress Monitoring Skills Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 47- Demonstrates problem-solving skills:

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.6.	Foundation: Number Sense – The developing understanding of number and quantity
EXPECTATION / SUBSTRAND		At around eight months of age, children usually focus on one object or person at a time, yet they may at times hold two objects, one in each hand.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.6.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.8m.6.1.1.	Hold one block in each hand, then drop one of them when the infant care teacher holds out a third block for the child to hold.
		<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:
GRADE LEVEL EXPECTATION	CD.8m.6.1.2.	Watch a ball as it rolls away after hitting it with her hand.
		Progress Monitoring Skills
		Infants: 29- Explores, recognizes, and describes spatial
		relationships between objects: Infants: 45- Demonstrates awareness of cause and effect:
		Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:
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GRADE LEVEL EXPECTATION	CD.8m.6.1.3.	Explore one toy at a time by shaking, banging, or squeezing it.
		Progress Monitoring Skills
		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: 47- Demonstrates problem-solving skills:

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CONTENT STANDARD /	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
DOMAIN / PART		(Canadian)
PERFORMANCE STANDARD	CD.8m.6.	Foundation: Number Sense – The developing understanding of
/ MODE		number and quantity
EXPECTATION /		At around eight months of age, children usually focus on one object
SUBSTRAND		or person at a time, yet they may at times hold two objects, one in each hand.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.6.2.	Number Sense: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.8m.6.2.1.	Explore toys with hands and mouth.
EXPECIATION		Progress Monitoring Skills
		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: 31- Demonstrates scientific inquiry skills:
GRADE LEVEL	CD.8m.6.2.2.	Reach for second toy but may not grasp it when already holding one
EXPECTATION		toy in the other hand.
		Progress Monitoring Skills
		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: 47- Demonstrates problem-solving skills:
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GRADE LEVEL EXPECTATION	CD.8m.6.2.3.	Transfer a toy from one hand to the other.
EXI ESTATION		Progress Monitoring Skills
		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: 47- Demonstrates problem-solving skills:
GRADE LEVEL	CD.8m.6.2.4.	Reach for, grasp, and hold onto a toy with one hand when already
EXPECTATION		holding a different toy in the other hand.
		Progress Monitoring Skills
		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: 47- Demonstrates problem-solving skills:
GRADE LEVEL EXPECTATION	CD.8m.6.2.5.	Track visually the path of a moving object. Progress Monitoring Skills 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: 45- Demonstrates awareness of cause and effect:

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.7.	Foundation: Classification – The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes
EXPECTATION / SUBSTRAND		At around eight months of age, children distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.7.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.8m.7.1.1.	Explore how one toy feels and then explore how another toy feels. Progress Monitoring Skills 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: 34- Demonstrates knowledge related to physical science: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:

GRADE LEVEL	CD.8m.7.1.2.	Stare at an unfamiliar person and move toward a familiar person.
EXPECTATION		
		Progress Monitoring Skills
		Infants: 15- Develops relationships with adults:

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE		Foundation: Classification – The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes
EXPECTATION / SUBSTRAND		At around eight months of age, children distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.
FOUNDATION / PROFICIENCY LEVEL		Classification: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.8m.7.2.1.	Explore toys with hands and mouth.

		Progress Monitoring Skills 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: 31- Demonstrates scientific inquiry skills:
GRADE LEVEL EXPECTATION	CD.8m.7.2.2.	Progress Monitoring Skills 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: 47- Demonstrates problem-solving skills:
GRADE LEVEL EXPECTATION	CD.8m.7.2.3.	Touch different objects (e.g., hard or soft) differently. Progress Monitoring Skills 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:

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.8.	Foundation: Symbolic Play – The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas
EXPECTATION / SUBSTRAND		At around 8 months of age, children become familiar with objects and actions through active exploration. Children also build knowledge of people, action, objects, and ideas through observation.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.8.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.8m.8.1.1.	Cause toys to make noise by shaking, banging, and squeezing them. Progress Monitoring Skills 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: 47- Demonstrates problem-solving skills:
GRADE LEVEL EXPECTATION	CD.8m.8.1.2.	Roll car back and forth on floor. Progress Monitoring Skills 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: 47- Demonstrates problem-solving skills:

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.8.	Foundation: Symbolic Play – The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas
EXPECTATION / SUBSTRAND		At around 8 months of age, children become familiar with objects and actions through active exploration. Children also build knowledge of people, action, objects, and ideas through observation.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.8.2.	Symbolic Play: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.8m.8.2.1.	Explore toys with hands and mouth. Progress Monitoring Skills 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: 31- Demonstrates scientific inquiry skills:

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CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.9.	Foundation: Attention Maintenance – The developing ability to attend to people and things while interacting with others and exploring the environment and play materials
EXPECTATION / SUBSTRAND		At around eight months of age, children pay attention to different things and people in the environment in specific, distinct ways.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.9.1.	For example, the child may:
GRADE LEVEL EXPECTATION	CD.8m.9.1.1.	Play with one toy for a few minutes before focusing on a different toy.
		Progress Monitoring Skills 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: 47- Demonstrates problem-solving skills:
GRADE LEVEL EXPECTATION	CD.8m.9.1.2.	Focus on a desired toy that is just out of reach while repeatedly reaching for it.
		Progress Monitoring Skills 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: 47- Demonstrates problem-solving skills:
GRADE LEVEL EXPECTATION	CD.8m.9.1.3.	Show momentary attention to board books with bright colors and simple shapes.

		Progress Monitoring Skills Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
GRADE LEVEL EXPECTATION	CD.8m.9.1.4.	Attend to the play of other children. Progress Monitoring Skills Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
GRADE LEVEL EXPECTATION	CD.8m.9.1.5.	Put toy animals into a clear container, dump them out, and then fill the container up again. Progress Monitoring Skills 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:
GRADE LEVEL EXPECTATION	CD.8m.9.1.6.	Infants: 47- Demonstrates problem-solving skills: Stop moving, to focus on the infant care teacher when she starts to interact with the child. Progress Monitoring Skills Infants: 15- Develops relationships with adults:

CONTENT STANDARD / DOMAIN / PART	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	CD.8m.9.	Foundation: Attention Maintenance – The developing ability to attend to people and things while interacting with others and exploring the environment and play materials
EXPECTATION / SUBSTRAND		At around eight months of age, children pay attention to different things and people in the environment in specific, distinct ways.
FOUNDATION / PROFICIENCY LEVEL	CD.8m.9.2.	Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	CD.8m.9.2.1.	Remain calm and focused on people, interesting toys, or interesting sounds for a minute or so.
		Progress Monitoring Skills Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 14- Demonstrates self-control: Infants: 27- Explores and communicates about distance, weight,
		length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:
GRADE LEVEL EXPECTATION	CD.8m.9.2.2.	Explore a toy by banging, mouthing, or looking at it.
		Progress Monitoring Skills
		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: 31- Demonstrates scientific inquiry skills:

CONTENT STANDARD /	CA.CD.	COGNITIVE DEVELOPMENT (8 months)
DOMAIN / PART		
PERFORMANCE STANDARD	CD.8m.10.	Foundation: Understanding of Personal Care Routines – The
/ MODE		developing ability to understand and participate in personal care routines
EXPECTATION /		At around eight months of age, children are responsive during the
SUBSTRAND		steps of personal care routines.
FOUNDATION /	CD.8m.10.2.	Behaviors leading up to the foundation (4 to 7 months). During this
PROFICIENCY LEVEL		period, the child may:
GRADE LEVEL	CD.8m.10.2.1.	Anticipate being fed upon seeing the infant care teacher approach
EXPECTATION		with a bottle.
		Progress Monitoring Skills
		Infants: 02- Participates in activities related to nutrition:
GRADE LEVEL	CD.8m.10.2.2.	Hold onto the bottle while being fed by the infant care teacher.
EXPECTATION		
		Progress Monitoring Skills
		Infants: 01-Practices healthy and safe habits:
		Infants: 02- Participates in activities related to nutrition:

CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	PMD.8m.1.	Foundation: Perceptual Development – The developing ability to become aware of the social and physical environment through the senses
EXPECTATION / SUBSTRAND		At around eight months of age, children use the senses to explore objects and people in the environment.
FOUNDATION / PROFICIENCY LEVEL	PMD.8m.1.1.	For example, the child may:
GRADE LEVEL EXPECTATION	PMD.8m.1.1.1.	Look at an object in her hand, mouth it, and then take it out to look at it again.
		Progress Monitoring Skills 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: 00- Develops line-motor skills. Infants: 10- Engages in a progression of individualized and imaginative play:
		Infants: 31- Demonstrates scientific inquiry skills:

GRADE LEVEL	PMD.8m.1.1.2.	Hear the infant care teacher's footsteps in the darkened nap room
EXPECTATION		and turn his head to try to look for her.
		Progress Monitoring Skills
		Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to
		explore the environment and process information:
		Infants: 31- Demonstrates scientific inquiry skills:

GRADE LEVEL EXPECTATION	Show excitement upon recognizing the color of a favorite food that is offered on a spoon.
	Progress Monitoring Skills Infants: 02- Participates in activities related to nutrition:

		Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	PMD.8m.1.	Foundation: Perceptual Development – The developing ability to become aware of the social and physical environment through the senses
EXPECTATION / SUBSTRAND		At around eight months of age, children use the senses to explore objects and people in the environment.
FOUNDATION / PROFICIENCY LEVEL	PMD.8m.1.2.	Perceptual Development: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	PMD.8m.1.2.1.	Have a range of vision that is several feet. Progress Monitoring Skills 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: 45- Demonstrates awareness of cause and effect:
CDADE LEVEL	DMD 0 4 2 2	Functions the constituted being touched and then couch for the
GRADE LEVEL EXPECTATION	PMD.8m.1.2.2.	Experience the sensation of being touched, and then search for the object or person.
		Progress Monitoring Skills 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:
GRADE LEVEL EXPECTATION	PMD.8m.1.2.3.	Listen to the sounds that family members use while talking in the home language, and use these same sounds while babbling.
		Progress Monitoring Skills Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to
		explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
		Infants: 46- Uses prior knowledge to build new knowledge:
GRADE LEVEL EXPECTATION	PMD.8m.1.2.4.	Startle when hearing a loud noise.
		Progress Monitoring Skills
		Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
	<u> </u>	imants. VI- Demonstrates scientific inquity skills.
GRADE LEVEL EXPECTATION	PMD.8m.1.2.5.	Kick feet while lying in the crib, feel the crib shake, and then kick feet again.
		Progress Monitoring Skills Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:

		Infants: 29- Explores, recognizes, and describes spatial
		relationships between objects:
GRADE LEVEL EXPECTATION	PMD.8m.1.2.6.	Recognize an object as something she has seen before, even while looking at it from a different perspective.
		Progress Manitaring Skills
		Progress Monitoring Skills 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: 45- Demonstrates awareness of cause and effect:
GRADE LEVEL	PMD.8m.1.2.7.	Notice the difference between different songs that the infant care
EXPECTATION		teacher sings.
		Progress Monitoring Skills
		Infants: 22- Develops early phonological awareness (awareness of
		units of sound):
		Infants: 25- Organizes, represents, and builds knowledge of quantity
		and number:
		Infants: 26- Manipulates, compares, and describes relationships
		using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an
		emerging awareness of their own culture and ethnicity:
		Infants: 43- Uses his/her voice, instruments, and objects to
		musically express creativity:
GRADE LEVEL	PMD.8m.1.2.8.	Look confused upon hearing sounds that do not fit with the motions
EXPECTATION		observed (for example, hearing a squeaking noise while seeing a
		rattle move).
		Progress Monitoring Skills
		Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to
		explore the environment and process information:
		Infants: 31- Demonstrates scientific inquiry skills:
		Infants: 43- Uses his/her voice, instruments, and objects to
		musically express creativity:
GRADE LEVEL	PMD.8m.1.2.9.	Explore objects with the mouth.
EXPECTATION	1 W.D.0111.1.2.3.	Explore objects with the mouth.
		Progress Monitoring Skills
		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: 31- Demonstrates scientific inquiry skills:
GRADE LEVEL EXPECTATION	PMD.8m.1.2.10.	See different colors.
		Progress Monitoring Skills
		Infants: 42- Creates, observes, and analyzes visual art forms to
		develop artistic expression:

	1	
GRADE LEVEL	PMD.8m.1.2.11.	See things from a distance.
EXPECTATION		
		Progress Monitoring Skills
		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: 45- Demonstrates awareness of cause and effect:
GRADE LEVEL	PMD.8m.1.2.12.	Track moving objects with both eyes together.
EXPECTATION	1 1010.0111.11.2.12.	Track moving objects with both cycs together.
LAFECIATION		Dragraga Manitaring Skilla
		Progress Monitoring Skills
		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: 45- Demonstrates awareness of cause and effect:
CONTENT STANDARD /	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (8 months)
DOMAIN / PART		
PERFORMANCE STANDARD	PMD.8m.2.	Foundation: Gross Motor – The developing ability to move the large
/ MODE		muscles
EXPECTATION /		At around eight months of age, children demonstrate the ability to
SUBSTRAND		maintain their posture in a sitting position and to shift between
SUBSTRAND		
		sitting and other positions.
FOUNDATION /	PMD.8m.2.1.	For example, the child may:
PROFICIENCY LEVEL		
GRADE LEVEL	PMD.8m.2.1.1.	Sit on the floor, legs bent, with one leg closer to the body than the
EXPECTATION		other.
		Progress Monitoring Skills
		Infants: 05- Develops gross-motor skills:
	ı	
		Use forearms to pull forward on the floor while on her tummy.
GRADE I EVEL	PMD 8m 2 1 2	
GRADE LEVEL	PMD.8m.2.1.2.	ose forearms to pull forward on the moor while on her tulling.
GRADE LEVEL EXPECTATION	PMD.8m.2.1.2.	
-	PMD.8m.2.1.2.	Progress Monitoring Skills
-	PMD.8m.2.1.2.	Progress Monitoring Skills Infants: 05- Develops gross-motor skills:
-	PMD.8m.2.1.2.	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial
-	PMD.8m.2.1.2.	Progress Monitoring Skills Infants: 05- Develops gross-motor skills:
EXPECTATION	PMD.8m.2.1.2.	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial
-	PMD.8m.2.1.2.	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial
EXPECTATION	-	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
EXPECTATION GRADE LEVEL	-	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Move from a sitting position onto hands and knees.
EXPECTATION GRADE LEVEL	-	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Move from a sitting position onto hands and knees. Progress Monitoring Skills
EXPECTATION GRADE LEVEL	-	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Move from a sitting position onto hands and knees. Progress Monitoring Skills Infants: 05- Develops gross-motor skills:
EXPECTATION GRADE LEVEL	-	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Move from a sitting position onto hands and knees. Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial
EXPECTATION GRADE LEVEL	-	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Move from a sitting position onto hands and knees. Progress Monitoring Skills Infants: 05- Develops gross-motor skills:
GRADE LEVEL EXPECTATION	PMD.8m.2.1.3.	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Move from a sitting position onto hands and knees. Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
GRADE LEVEL EXPECTATION CONTENT STANDARD /	-	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Move from a sitting position onto hands and knees. Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial
GRADE LEVEL EXPECTATION CONTENT STANDARD / DOMAIN / PART	PMD.8m.2.1.3.	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Move from a sitting position onto hands and knees. Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: PERCEPTUAL MOTOR DEVELOPMENT (8 months)
GRADE LEVEL EXPECTATION CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD	PMD.8m.2.1.3.	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Move from a sitting position onto hands and knees. Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: PERCEPTUAL MOTOR DEVELOPMENT (8 months) Foundation: Gross Motor – The developing ability to move the large
GRADE LEVEL EXPECTATION CONTENT STANDARD / DOMAIN / PART	PMD.8m.2.1.3.	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Move from a sitting position onto hands and knees. Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: PERCEPTUAL MOTOR DEVELOPMENT (8 months) Foundation: Gross Motor – The developing ability to move the large muscles
GRADE LEVEL EXPECTATION CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD	PMD.8m.2.1.3.	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Move from a sitting position onto hands and knees. Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: PERCEPTUAL MOTOR DEVELOPMENT (8 months) Foundation: Gross Motor – The developing ability to move the large
GRADE LEVEL EXPECTATION CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE	PMD.8m.2.1.3.	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Move from a sitting position onto hands and knees. Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: PERCEPTUAL MOTOR DEVELOPMENT (8 months) Foundation: Gross Motor – The developing ability to move the large muscles At around eight months of age, children demonstrate the ability to
GRADE LEVEL EXPECTATION CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	PMD.8m.2.1.3.	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Move from a sitting position onto hands and knees. Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: PERCEPTUAL MOTOR DEVELOPMENT (8 months) Foundation: Gross Motor – The developing ability to move the large muscles At around eight months of age, children demonstrate the ability to maintain their posture in a sitting position and to shift between
GRADE LEVEL EXPECTATION CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND	PMD.8m.2.1.3. CA.PMD. PMD.8m.2.	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Move from a sitting position onto hands and knees. Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: PERCEPTUAL MOTOR DEVELOPMENT (8 months) Foundation: Gross Motor – The developing ability to move the large muscles At around eight months of age, children demonstrate the ability to maintain their posture in a sitting position and to shift between sitting and other positions.
GRADE LEVEL EXPECTATION CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	PMD.8m.2.1.3.	Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Move from a sitting position onto hands and knees. Progress Monitoring Skills Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: PERCEPTUAL MOTOR DEVELOPMENT (8 months) Foundation: Gross Motor – The developing ability to move the large muscles At around eight months of age, children demonstrate the ability to maintain their posture in a sitting position and to shift between

GRADE LEVEL EXPECTATION	PMD.8m.2.2.1.	Hold onto a foot while lying on her back.
		Progress Monitoring Skills
		Infants: 03- Demonstrates an awareness of the body in space and
		child's relationship to objects in space:
		Infants: 29- Explores, recognizes, and describes spatial
		relationships between objects:
GRADE LEVEL	PMD.8m.2.2.2.	Roll from back to stomach.
EXPECTATION	F WID.OIII.2.2.2.	Non Hom back to Stomach.
		Progress Monitoring Skills
		Infants: 05- Develops gross-motor skills:
GRADE LEVEL EXPECTATION	PMD.8m.2.2.3.	Roll from stomach to back.
EXPECTATION		Progress Monitoring Skills
		Infants: 05- Develops gross-motor skills:
		illiants. 05- Develops gross-motor skills.
GRADE LEVEL	PMD.8m.2.2.4.	Bring both hands to the midline while lying on his back.
EXPECTATION		January 19 and the same and the same
		Progress Monitoring Skills
		Infants: 03- Demonstrates an awareness of the body in space and
		child's relationship to objects in space:
		Infants: 29- Explores, recognizes, and describes spatial
		relationships between objects:
GRADE LEVEL EXPECTATION	PMD.8m.2.2.5.	Sit without support and turn to the left or right to reach an object.
		Progress Monitoring Skills
		Infants: 05- Develops gross-motor skills:
GRADE LEVEL	PMD.8m.2.2.6.	Balance on one side, bearing weight on the lower hip, arm, and leg,
EXPECTATION		leaving the upper arm and leg free to move and to manipulate
		objects.
		Progress Monitoring Skills
		Infants: 05- Develops gross-motor skills:
		intailes. 00- Develops gross-motor skins.
GRADE LEVEL	PMD.8m.2.2.7.	Move from hands and knees into a sitting position.
EXPECTATION		3 P
		Progress Monitoring Skills
		Infants: 05- Develops gross-motor skills:
		Infants: 29- Explores, recognizes, and describes spatial
		relationships between objects:
		-
GRADE LEVEL	PMD.8m.2.2.8.	Rock on hands and knees, sometimes losing balance.
EXPECTATION		
		Progress Monitoring Skills
		Infants: 05- Develops gross-motor skills:
CONTENT OTANS ASSE	04 0440	DEDOCRATILAL MOTOR DEVELOPMENT (S
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	PMD.8m.3.	Foundation: Fine Motor – The developing ability to move the small muscles
EXPECTATION /		At around eight months of age, children easily reach for and grasp
SUBSTRAND		things and use eyes and hands to explore objects actively.
FOUNDATION /	PMD.8m.3.1.	For example, the child may:
PROFICIENCY LEVEL		, , , , , , , ,

	T	
GRADE LEVEL	PMD.8m.3.1.1.	Reach for and grasp an object, using one hand.
EXPECTATION		Progress Monitoring Skills 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:
GRADE LEVEL EXPECTATION	PMD.8m.3.1.2.	Use hand in a raking or sweeping motion to bring a toy closer.
		Progress Monitoring Skills 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: 47- Demonstrates problem-solving skills:
CONTENT STANDARD / DOMAIN / PART	CA.PMD.	PERCEPTUAL MOTOR DEVELOPMENT (8 months)
PERFORMANCE STANDARD / MODE	PMD.8m.3.	Foundation: Fine Motor – The developing ability to move the small muscles
EXPECTATION / SUBSTRAND		At around eight months of age, children easily reach for and grasp things and use eyes and hands to explore objects actively.
FOUNDATION / PROFICIENCY LEVEL	PMD.8m.3.2.	Fine Motor: Behaviors leading up to the foundation (4 to 7 months). During this period, the child may:
GRADE LEVEL EXPECTATION	PMD.8m.3.2.1.	Transfer a cloth from one hand to another. Progress Monitoring Skills Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
GRADE LEVEL EXPECTATION	PMD.8m.3.2.2.	Pull the spoon out of her mouth.
		Progress Monitoring Skills Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
GRADE LEVEL EXPECTATION	PMD.8m.3.2.3.	Reach toward a toy and make grasping motions with the hand. Progress Monitoring Skills 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: 47- Demonstrates problem-solving skills:
GRADE LEVEL EXPECTATION	PMD.8m.3.2.4.	Reach for a second toy when already holding one in the other hand. Progress Monitoring Skills 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: 47- Demonstrates problem-solving skills:
GRADE LEVEL EXPECTATION	PMD.8m.3.2.6.	Have the hands in an open position when relaxed.
		Progress Monitoring Skills
		Infants: 06- Develops fine-motor skills:
		Infants: 46- Uses prior knowledge to build new knowledge:

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