



# Curriculum Alignment with

## District of Columbia Early Learning Standards

Grade: **Ages 13 to 24 months** - Adopted: **2012**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.AL.	Approaches to Learning/Logic and Reasoning (Toddlers)
STANDARD / ESSENTIAL SKILL	AL.1.	Attends and engages with curiosity
STUDENT EXPECTATION / ESSENTIAL SKILL	AL.1a.	<p>Manipulates objects; observes and explores surroundings by using all senses</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment  12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

CONTENT STANDARD / STRAND / DISCIPLINE	DC.AL.	Approaches to Learning/Logic and Reasoning (Toddlers)
STANDARD / ESSENTIAL SKILL	AL.2.	Shows persistence
STUDENT EXPECTATION / ESSENTIAL SKILL	AL.2a.	<p>Repeats actions with the goal of achieving a result</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>

CONTENT STANDARD / STRAND / DISCIPLINE	DC.AL.	Approaches to Learning/Logic and Reasoning (Toddlers)
STANDARD / ESSENTIAL SKILL	AL.3.	Approaches tasks flexibly
STUDENT EXPECTATION / ESSENTIAL SKILL	AL.3a.	<p>Notifies how others approach a task and imitates their attempts</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p>

		<p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.AL.</b>	<b>Approaches to Learning/Logic and Reasoning (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>AL.4.</b>	<b>Uses symbols and takes on pretend roles</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>AL.4a.</b>	<p>Observes other people's use of objects; imitates simple actions; uses realistic objects in pretend play</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CL.</b>	<b>Communication and Language (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>CL.5.</b>	<b>Demonstrates understanding of spoken language</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>CL.5a.</b>	<p>Responds to others' speech and gestures</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p>

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CL.</b>	<b>Communication and Language (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>CL.6.</b>	<b>Uses language to express self</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>CL.6a.</b>	<p>Uses language to express needs and refer to familiar people and objects</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CL.</b>	<b>Communication and Language (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>CL.7.</b>	<b>Uses conventional grammar and syntax</b>

<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>CL.7a.</b>	<p>Uses one- and two-word sentences</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 20- Uses increasingly complex spoken language:  Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CL.</b>	<b>Communication and Language (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>CL.8.</b>	<p>Uses conventional conversational and other social communication skills</p>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>CL.8a.</b>	<p>Exchanges single words, simple gestures, and facial expressions with others</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.LIT.</b>	<b>Literacy (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>LIT.9.</b>	Demonstrates understanding of print concepts
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>LIT.9a.</b>	<p>Notices pictures of familiar objects in print materials</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p>

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.LIT.</b>	<b>Literacy (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>LIT.10.</b>	Demonstrates comprehension of printed materials read aloud
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>LIT.10a.</b>	<p>Emerging</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment  12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>

CONTENT STANDARD / STRAND / DISCIPLINE	DC.LIT.	Literacy (Toddlers)
STANDARD / ESSENTIAL SKILL	LIT.11.	Hears and discriminates the sounds of language
STUDENT EXPECTATION / ESSENTIAL SKILL	LIT.11a.	Repeats words; joins in singing random words of simple songs  <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments

CONTENT STANDARD / STRAND / DISCIPLINE	DC.LIT.	Literacy (Toddlers)
STANDARD / ESSENTIAL SKILL	LIT.12.	Writes letters and words
STUDENT EXPECTATION / ESSENTIAL SKILL	LIT.12a.	Makes marks or scribbles  <u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper

CONTENT STANDARD / STRAND / DISCIPLINE	DC.LIT.	Literacy (Toddlers)
STANDARD / ESSENTIAL SKILL	LIT.13.	Understands the purpose of writing and drawing
STUDENT EXPECTATION / ESSENTIAL SKILL	LIT.13a.	Emerging  <u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MA.	Mathematics (Toddlers)
STANDARD / ESSENTIAL SKILL	MA.14.	Matches, groups, and classifies objects
STUDENT EXPECTATION / ESSENTIAL SKILL	MA.14a.	Begins to match one object with a similar object  <u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes

		<p>relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.MA.</b>	<b>Mathematics (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Patterns</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>MA.14b.</b>	<p>Emerging</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p>

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.MA.</b>	<b>Mathematics (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>MA.15.</b>	<b>Demonstrates knowledge of number and counting</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>MA.15a.</b>	<p>Shows awareness of the concepts of one, two, and more; recites numbers in random order</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p>

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.MA.</b>	<b>Mathematics (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>MA.16.</b>	<b>Demonstrates knowledge of volume, height, weight, and length</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>MA.16a.</b>	<p>Explores objects of different shapes and sizes</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p>

		<p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.MA.</b>	<b>Mathematics (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>MA.17.</b>	<b>Identifies and labels shapes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>MA.17a.</b>	<p>Explores objects of different shapes</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes  12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under  12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.SC.</b>	<b>Scientific Inquiry (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>SC.19.</b>	<p>Observes and describes the characteristics of living things</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals  12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>

<b>STANDARD / ESSENTIAL SKILL</b>	<b>SC.22.</b>	<p>Demonstrates scientific thinking</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>
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<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.SS.</b>	<b>Social Studies (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>SS.23.</b>	<p>Demonstrates understanding of people and how they live</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p>

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.AR.</b>	<b>The Arts (Toddlers)</b>
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STANDARD / ESSENTIAL SKILL	AR.24.	<p>Engages in music, movement, and drama activities</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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STANDARD / ESSENTIAL SKILL	AR.25.	<p>Explores the visual arts</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.SED.	Social-Emotional Development (Toddlers)
STANDARD / ESSENTIAL SKILL	SED.26.	Expresses a variety of feelings and learns to manage them
STUDENT EXPECTATION / ESSENTIAL SKILL	SED.26a.	<p>Expresses a range of feelings; uses other people's expressions to guide feelings, often depending on adults for emotional comfort; uses some self-comfort strategies</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of</p>

		purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings
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<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.SED.</b>	<b>Social-Emotional Development (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>SED.27.</b>	<b>Recognizes the feelings and rights of others, and responds appropriately</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>SED.27a.</b>	Acts in response to others' demonstration of feelings, often with support of trusted adult  <u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.SED.</b>	<b>Social-Emotional Development (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>SED.29.</b>	<b>Develops positive relationships with adults</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>SED.29a.</b>	Interacts with new adults; often moves away from and comes back to familiar adults, using them as a secure base  <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.SED.</b>	<b>Social-Emotional Development (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>SED.30.</b>	<b>Engages and plays with peers</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>SED.30a.</b>	Plays near another child, briefly engaging socially  <u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.PDHS.</b>	<b>Physical Development/Health and Safety (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>PDHS.32.</b>	<b>Demonstrates strength and coordination of large muscles</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>PDHS.32a.</b>	Moves in a variety of ways and directions  <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress

		<p>Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress</p> <p>Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress</p> <p>Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress</p> <p>Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
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<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.PDHS.</b>	<b>Physical Development/Health and Safety (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>PDHS.33.</b>	<b>Demonstrates strength and coordination of small muscles</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>PDHS.33a.</b>	<p>Attempts activities that require two hands; uses fingers and whole-arm movements to place and release objects</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress</p> <p>Monitoring Skill: 6.1 Gains control of hands and fingers</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress</p> <p>Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress</p> <p>Monitoring Skill: 6.3 Uses tools and different actions on objects</p>

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.PDHS.</b>	<b>Physical Development/Health and Safety (Toddlers)</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>PDHS.34.</b>	<b>Demonstrates behaviors that promote health and safety</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>PDHS.34a.</b>	<p>Emerging</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance</p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>

<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>PDHS.34b.</b>	<p>Attempts basic feeding, dressing, and hygiene tasks</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p> <p>12 to 24 Months: 02- Participates in activities related to nutrition: Progress</p> <p>Monitoring Skill: 2.1 Distinguishes between food and non-food items</p> <p>12 to 24 Months: 02- Participates in activities related to nutrition: Progress</p> <p>Monitoring Skill: 2.2 Shows interest in and tries new foods</p>
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<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>PDHS.34c.</b>	<p>Emerging</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance</p>
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		<b>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</b>
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