



Curriculum Alignment with

Iowa Early Learning Standards

Grade: **Ages Birth to 12 months** - Adopted: **2017**

STRAND / COURSE	Area 1:	Social and Emotional Development
ESSENTIAL CONCEPT AND/OR SKILL		Self – Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	1.1.IT	Infants and toddlers display a positive sense of self.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	1.1.IT.1	<p>responds to familiar adults' and children's interactions using behaviors such as gazing, cuddling, and accepting assistance.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>

EXAMPLE	1.1.IT.2	<p>explores his or her own body.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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EXAMPLE	1.1.IT.4	<p>shows preferences for toys and experiences.</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:</p>
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EXAMPLE	1.1.IT.5	<p>expresses reaction through facial expressions, sounds, and gestures.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p>
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STRAND / COURSE	Area 1:	Social and Emotional Development
ESSENTIAL CONCEPT AND/OR SKILL		Self-Regulation - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	1.2.IT	Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	1.2.IT.1	<p>indicates need for assistance through actions such as crying, gesturing, vocalizing, using words, or approaching familiar adults.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and</p>

		<p>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:</p>
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EXAMPLE	1.2.IT.2	<p>comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy.</p> <p><u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:</p>
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EXAMPLE	1.2.IT.3	<p>begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal responses.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p>
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EXAMPLE	1.2.IT.5	<p>responds to emotions expressed by others, for example, by comforting another child or crying in response to the cries of others.</p> <p><u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:</p>
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EXAMPLE	1.2.IT.6	<p>begins to control behavior through following simple rules and limits in a variety of settings.</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:</p>
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EXAMPLE	1.2.IT.7	<p>begins to transition between feeling states with guidance from a caring adult.</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:</p>
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STRAND / COURSE	Area 1:	Social and Emotional Development
ESSENTIAL CONCEPT AND/OR SKILL		Relationship with Adults - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	1.3.IT	Infants and toddlers relate positively with significant adults.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	1.3.IT.1	distinguishes between familiar and unfamiliar adults; for example, is comforted by the sight of the familiar adult or the sound of the familiar adult's voice.

		<u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
EXAMPLE	1.3.IT.3	seeks and maintains contact with familiar adults; for example, by looking at the adult, hearing the adult's voice, or touching the adult. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXAMPLE	1.3.IT.4	shows discomfort at separations from familiar adults. <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
EXAMPLE	1.3.IT.6	explores the environment, both indoors and outdoors, but may return to a familiar adult periodically for security. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
EXAMPLE	1.3.IT.7	begins to imitate or portray roles and relationships. <u>Progress Monitoring Skills</u> 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: Infants: 46- Uses prior knowledge to build new knowledge:
EXAMPLE	1.3.IT.8	imitates adult behaviors. <u>Progress Monitoring Skills</u> 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: Infants: 46- Uses prior knowledge to build new knowledge:
STRAND / COURSE	Area 1:	Social and Emotional Development
ESSENTIAL CONCEPT AND/OR SKILL		Relationship with Children - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	1.4.IT	Infants and toddlers respond to and initiate interactions with other children.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	1.4.IT.1	initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements. <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to

		play: Infants: 16- Develops relationships with peers:
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EXAMPLE	1.4.IT.3	begins to demonstrate empathy for others and responds to people's facial expressions, body language, and/or interactions. <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
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EXAMPLE	1.4.IT.4	develops an awareness of his or her behavior and how it affects others. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:
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EXAMPLE	1.4.IT.5	imitates other children's behaviors. <u>Progress Monitoring Skills</u> 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: Infants: 46- Uses prior knowledge to build new knowledge:
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STRAND / COURSE	Area 2:	Physical Well-Being and Motor Development
ESSENTIAL CONCEPT AND/OR SKILL		Healthy and Safe Living - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	2.1.IT	Infants and toddlers participate in healthy and safe living practices.
GRADE LEVEL EXPECTATION		The infant...
EXAMPLE	2.1.IT.1	expresses satisfaction or dissatisfaction regarding care and play routines as well as participates in care routines based on appropriate developmental stages and family culture. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

EXAMPLE	2.1.IT.2	establishes healthy eating and sleeping patterns with the assistance of a responsive adult. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
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EXAMPLE	2.1.IT.3	ingests breast milk or formula, progressing to solid foods, to self-feeding age-appropriate foods, and drinking from a cup. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
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STRAND / COURSE	Area 2:	Physical Well-Being and Motor Development
ESSENTIAL CONCEPT AND/OR SKILL		Healthy and Safe Living - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	2.1.IT	Infants and toddlers participate in healthy and safe living practices.
GRADE LEVEL EXPECTATION		The toddler...

EXAMPLE	2.1.IT.4	<p>participates in healthy self-care routines, demonstrating increasing independence, such as washing hands and pouring own milk, with assistance from a caring adult.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:</p>
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EXAMPLE	2.1.IT.5	<p>shows a willingness to try new foods and engages in food exploration such as basic cooking tasks or dramatic play activity.</p> <p><u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:</p>
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EXAMPLE	2.1.IT.6	<p>participates in safe behaviors regarding the environment, such as around stairs or hot surfaces, or accepts redirection from adults.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:</p>
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STRAND / COURSE	Area 2:	Physical Well-Being and Motor Development
ESSENTIAL CONCEPT AND/OR SKILL		Large Motor Skills - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	2.2.IT	Infants and toddlers develop large motor skills.
GRADE LEVEL EXPECTATION		The infant...
EXAMPLE	2.2.IT.1	<p>shows increasing balance, strength, and coordination in activities such as gaining control of the head and body by turning head from side to side, lifting the head off the floor, sitting, and standing.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p>

EXAMPLE	2.2.IT.2	<p>shows increasing control in large motor skills such as reaching, rolling over, crawling, standing, and walking.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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STRAND / COURSE	Area 2:	Physical Well-Being and Motor Development
ESSENTIAL CONCEPT AND/OR SKILL		Large Motor Skills - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	2.2.IT	Infants and toddlers develop large motor skills.
GRADE LEVEL EXPECTATION		The toddler...
EXAMPLE	2.2.IT.3	<p>shows increasing control in motor skills such as rolling, throwing, and kicking a ball, and jumping.</p> <p><u>Progress Monitoring Skills</u> Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:</p>

EXAMPLE	2.2.IT.4	<p>shows increasing balance in activities such as running, climbing stairs, marching, and moving a riding toy using his or her feet.</p>
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		<u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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STRAND / COURSE	Area 2:	Physical Well-Being and Motor Development
ESSENTIAL CONCEPT AND/OR SKILL		Small Motor Development - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	2.3.IT	Infants and toddlers develop small motor skills.
GRADE LEVEL EXPECTATION		The infant...
EXAMPLE	2.3.IT.1	uses hand-eye coordination to perform self-help and small motor tasks, such as eating food, picking up objects, placing objects on a surface, transferring objects from hand to hand, and fitting objects into a hole in a box. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

STRAND / COURSE	Area 2:	Physical Well-Being and Motor Development
ESSENTIAL CONCEPT AND/OR SKILL		Small Motor Development - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	2.3.IT	Infants and toddlers develop small motor skills.
GRADE LEVEL EXPECTATION		The toddler...
EXAMPLE	2.3.IT.2	uses hand-eye coordination to perform self-help and small motor tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing with assistance, scribbling with crayons or markers, participating in finger plays, and using musical instruments. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

STRAND / COURSE	Area 3:	Approaches to Learning
ESSENTIAL CONCEPT AND/OR SKILL		Curiosity and Initiative - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	3.1.IT	Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	3.1.IT.1	shows interest in people including other infants, objects, and events. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

EXAMPLE	3.1.IT.2	uses his or her senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:
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		<p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
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EXAMPLE	3.1.IT.3	<p>actively plays with or near adults, other children, and materials.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 15- Develops relationships with adults:</p> <p>Infants: 16- Develops relationships with peers:</p>
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STRAND / COURSE	Area 3:	Approaches to Learning
ESSENTIAL CONCEPT AND/OR SKILL		Engagement and Persistence - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	3.2.IT	Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	3.2.IT.1	<p>holds attention of familiar adult; for example, through eye contact or vocalizations.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>Infants: 44- Uses dramatic play to express creativity:</p>

EXAMPLE	3.2.IT.2	<p>repeats familiar and newly learned experiences.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p>
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EXAMPLE	3.2.IT.3	<p>maintains focus, if interested, on people or objects, play experiences, or novel events.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p>
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EXAMPLE	3.2.IT.4	<p>continues to try to succeed using challenging materials or during experiences.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p>
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STRAND / COURSE	Area 3:	Approaches to Learning
ESSENTIAL CONCEPT AND/OR SKILL		Reasoning and Problem Solving - Infant and Toddler (birth - 3 years)

DETAILED DESCRIPTOR	3.3.IT	Infants and toddlers purposefully demonstrate strategies for reasoning and problem solving.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	3.3.IT.1	uses an object, action, or adult to accomplish tasks, such as pulling a blanket to reach a toy or pushing a button to hear a sound. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:

EXAMPLE	3.3.IT.2	experiments to find a solution to a problem. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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EXAMPLE	3.3.IT.3	imitates an adult action to solve a problem. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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EXAMPLE	3.3.IT.4	recognizes difficulties and adjusts actions, as needed. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 47- Demonstrates problem-solving skills:
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EXAMPLE	3.3.IT.5	seeks and accepts help when encountering a problem beyond his or her ability to solve independently. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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STRAND / COURSE	Area 3:	Approaches to Learning
ESSENTIAL CONCEPT AND/OR SKILL		Play and Senses - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	3.4.IT	Infants and toddlers engage in play to learn.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	3.4.IT.1	uses sights, smells, sounds, textures, and tastes to explore and experience routines and materials within the environment. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:

EXAMPLE	3.4.IT.2	chooses and participates in a variety of play experiences. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and
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		imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
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EXAMPLE	3.4.IT.3	imitates behaviors of others in play. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
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EXAMPLE	3.4.IT.4	repeats experiences with materials, adults, and peers to build knowledge and understanding of the world around them. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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STRAND / COURSE	Area 4:	Social Studies
ESSENTIAL CONCEPT AND/OR SKILL		Awareness of Family and Community - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	4.1.IT	Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	4.1.IT.2	recognizes familiar adults and uses them to determine safety during exploration. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

EXAMPLE	4.1.IT.3	explores and plays freely within familiar settings. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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STRAND / COURSE	Area 4:	Social Studies
ESSENTIAL CONCEPT AND/OR SKILL		Awareness of Culture - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	4.2.IT	Infants and toddlers demonstrate a strong sense of self within their culture.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	4.2.IT.2	chooses and participates in familiar experiences, including songs and stories from his or her home culture. <u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound):

		<p>Infants: 25- Organizes, represents, and builds knowledge of quantity and number:</p> <p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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EXAMPLE	4.2.IT.3	<p>explores materials from various cultures.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity</p>
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STRAND / COURSE	Area 4:	Social Studies
ESSENTIAL CONCEPT AND/OR SKILL		Exploration of the Environment - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	4.3.IT	Infants and toddlers explore new environments with interest and recognize familiar places.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	4.3.IT.1	<p>demonstrates interest and curiosity within familiar and unfamiliar settings.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p>

EXAMPLE	4.3.IT.2	<p>explores and plays with new, as well as familiar objects, in the environment using all five senses.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
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EXAMPLE	4.3.IT.3	<p>chooses and participates in unfamiliar experiences.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p>
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STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Art - Infant and Toddler (birth - 3 years)

DETAILED DESCRIPTOR	5.1.IT	Infants and toddlers participate in a variety of sensory and art-related experiences.
GRADE LEVEL EXPECTATION		The infant...
EXAMPLE	5.1.IT.1	gazes at a picture, photo, or mirror images. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

EXAMPLE	5.1.IT.2	manipulates and explores play materials within the environment. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 46- Uses prior knowledge to build new knowledge:
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STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Art - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	5.1.IT	Infants and toddlers participate in a variety of sensory and art-related experiences.
GRADE LEVEL EXPECTATION		The older infant and toddler also...
EXAMPLE	5.1.IT.3	expresses interest in art-related experiences and media. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

EXAMPLE	5.1.IT.4	engages in experiences that support creative expression. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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EXAMPLE	5.1.IT.5	chooses and experiments with a variety of art materials such as playdough, crayons, chalk, water, markers, and paint. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Music, Rhythm, and Movement - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	5.2.IT	Infants and Toddlers participate in a variety of rhythm, music, and movement experiences.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	5.2.IT.1	shows interest in songs, tones, rhythms, voices, and music.

		<u>Progress Monitoring Skills</u> 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:
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EXAMPLE	5.2.IT.2	experiments with a variety of age-appropriate instruments and sound-making objects. <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Music, Rhythm, and Movement - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	5.2.IT	Infants and Toddlers participate in a variety of rhythm, music, and movement experiences.
GRADE LEVEL EXPECTATION		The toddler also...
EXAMPLE	5.2.IT.4	chooses and participates in music and movement experiences. <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:

EXAMPLE	5.2.IT.5	sings simple songs and participates in finger plays. <u>Progress Monitoring Skills</u> 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:
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EXAMPLE	5.2.IT.6	sings daily songs to recognize the patterns throughout their day. <u>Progress Monitoring Skills</u> 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:
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STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Dramatic Play - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	5.3.IT	Infants and toddlers engage in dramatic play experiences.
GRADE LEVEL EXPECTATION		The infant and toddler...
EXAMPLE	5.3.IT.1	<p>imitates the sounds, facial expressions, gestures, or behaviors of another person.</p> <p><u>Progress Monitoring Skills</u> 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: Infants: 46- Uses prior knowledge to build new knowledge:</p>

EXAMPLE	5.3.IT.2	<p>imitates the actions and sounds of animals, people, and objects.</p> <p><u>Progress Monitoring Skills</u> 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: Infants: 46- Uses prior knowledge to build new knowledge:</p>
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STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Dramatic Play - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	5.3.IT	Infants and toddlers engage in dramatic play experiences.
GRADE LEVEL EXPECTATION		The toddler also...
EXAMPLE	5.3.IT.3	<p>engages in dramatic play in both indoor and outdoor environments.</p> <p><u>Progress Monitoring Skills</u> 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: Infants: 46- Uses prior knowledge to build new knowledge:</p>

STRAND / COURSE	Area 6:	Communication, Language, and Literacy
ESSENTIAL CONCEPT AND/OR SKILL		Language Understanding and Use - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	6.1.IT	Infants and toddlers understand and use communication and language for a variety of purposes.
GRADE LEVEL EXPECTATION		The infant or toddler, in home language and in English...
EXAMPLE	6.1.IT.1	<p>responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>

EXAMPLE	6.1.IT.2	uses vocalizations and gestures to gain attention from others.
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		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 44- Uses dramatic play to express creativity: Infants: 45- Demonstrates awareness of cause and effect:
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EXAMPLE	6.1.IT.3	uses vocalizations and gestures to communicate wants and needs. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 44- Uses dramatic play to express creativity: Infants: 45- Demonstrates awareness of cause and effect:
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EXAMPLE	6.1.IT.4	increases both listening (receptive) and speaking (expressive) vocabulary. <u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 20- Uses increasingly complex spoken language:
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STRAND / COURSE	Area 6:	Communication, Language, and Literacy
ESSENTIAL CONCEPT AND/OR SKILL		Language Understanding and Use - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	6.1.IT	Infants and toddlers understand and use communication and language for a variety of purposes.
GRADE LEVEL EXPECTATION		The toddler also...
EXAMPLE	6.1.IT.8	follows simple directions. <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

STRAND / COURSE	Area 6:	Communication, Language, and Literacy
ESSENTIAL CONCEPT AND/OR SKILL		Early Literacy - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	6.2.IT	Infants and toddlers engage in early reading experiences.
GRADE LEVEL EXPECTATION		The infant and toddler...
EXAMPLE	6.2.IT.1	explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages. <u>Progress Monitoring Skills</u>

		<p>Infants: 21- Acquires meaning from a variety of materials read to him/her:</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 23- Demonstrates awareness of print concepts :</p>
EXAMPLE	6.2.IT.2	<p>focuses on a book or the reader when hearing stories read to him or her.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 21- Acquires meaning from a variety of materials read to him/her:</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 23- Demonstrates awareness of print concepts :</p>
EXAMPLE	6.2.IT.3	<p>gazes at or points to pictures in books.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 23- Demonstrates awareness of print concepts :</p>
EXAMPLE	6.2.IT.4	<p>responds to or engages in songs, rhyming games, or finger plays with a familiar adult.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 25- Organizes, represents, and builds knowledge of quantity and number:</p> <p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p> <p>Infants: 44- Uses dramatic play to express creativity:</p>
STRAND / COURSE	Area 6:	Communication, Language, and Literacy
ESSENTIAL CONCEPT AND/OR SKILL		Early Literacy - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	6.2.IT	Infants and toddlers engage in early reading experiences.
GRADE LEVEL EXPECTATION		The toddler also...
EXAMPLE	6.2.IT.5	<p>points to, labels, and/or talks about objects, events, or people within books.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 21- Acquires meaning from a variety of materials read to him/her:</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 23- Demonstrates awareness of print concepts :</p>
EXAMPLE	6.2.IT.6	<p>enjoys and repeats songs, rhymes, or finger plays.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 25- Organizes, represents, and builds knowledge of quantity</p>

		<p>and number:</p> <p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p> <p>Infants: 44- Uses dramatic play to express creativity:</p>
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STRAND / COURSE	Area 6:	Communication, Language, and Literacy
ESSENTIAL CONCEPT AND/OR SKILL		Early Writing - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	6.3.IT	Infants and toddlers engage in early writing experiences.
GRADE LEVEL EXPECTATION		The infant...
EXAMPLE	6.3.IT.1	<p>grasps and/or manipulates a variety of objects in his or her environment.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>

STRAND / COURSE	Area 6:	Communication, Language, and Literacy
ESSENTIAL CONCEPT AND/OR SKILL		Early Writing - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	6.3.IT	Infants and toddlers engage in early writing experiences.
GRADE LEVEL EXPECTATION		The older infant and toddler also...
EXAMPLE	6.3.IT.2	<p>scribbles spontaneously, usually using a fist grip.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 24- Uses writing for variety of purposes</p>

EXAMPLE	6.3.IT.3	<p>shows increasing skill in manipulating objects such as stacking several items, using pegboards, and mastering the use of eating utensils.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
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STRAND / COURSE	Area 7:	Mathematics
ESSENTIAL CONCEPT AND/OR SKILL		Comparison and Number - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	7.1.IT	Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.
GRADE LEVEL EXPECTATION		The infant...
EXAMPLE	7.1.IT.1	begins to notice characteristics of objects such as size, color, shape, or quantity.

		<u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 47- Demonstrates problem-solving skills:
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STRAND / COURSE	Area 7:	Mathematics
ESSENTIAL CONCEPT AND/OR SKILL		Comparison and Number - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	7.1.IT	Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.
GRADE LEVEL EXPECTATION		The toddler...
EXAMPLE	7.1.IT.2	matches and sorts objects by size, color, shape, or quantity. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 28- Sorts, orders, classifies, and creates patterns: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Infants: 47- Demonstrates problem-solving skills:

EXAMPLE	7.1.IT.3	begins to use simple counting in play and interactions, although numbers may occur out of order. <u>Progress Monitoring Skills</u> Infants: 26- Manipulates, compares, and describes relationships using quantity and number:
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STRAND / COURSE	Area 7:	Mathematics
ESSENTIAL CONCEPT AND/OR SKILL		Patterns - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	7.2.IT	Infants and toddlers begin to recognize patterns.
GRADE LEVEL EXPECTATION		The toddler...
EXAMPLE	7.2.IT.3	repeats actions in sequence, such as finger plays. <u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 44- Uses dramatic play to express creativity:

EXAMPLE	7.2.IT.4	notices patterns and objects in the environment. <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:
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EXAMPLE	7.2.IT.5	organizes objects into groups during play and exploration. <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:
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STRAND / COURSE	Area 7:	Mathematics
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ESSENTIAL CONCEPT AND/OR SKILL		Shapes and Spatial Relationships - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	7.3.IT	Infants and toddlers show increasing understanding of spatial relationships.
GRADE LEVEL EXPECTATION		The infant...
EXAMPLE	7.3.IT.1	takes objects apart. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

EXAMPLE	7.3.IT.2	fills and empties containers. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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STRAND / COURSE	Area 7:	Mathematics
ESSENTIAL CONCEPT AND/OR SKILL		Shapes and Spatial Relationships - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	7.3.IT	Infants and toddlers show increasing understanding of spatial relationships.
GRADE LEVEL EXPECTATION		The toddler...
EXAMPLE	7.3.IT.3	takes objects apart and attempts to put them together. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

EXAMPLE	7.3.IT.4	shows awareness of his or her own body space. <u>Progress Monitoring Skills</u> 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:
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EXAMPLE	7.3.IT.5	matches similar shapes. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts:
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STRAND / COURSE	Area 8:	Science
ESSENTIAL CONCEPT AND/OR SKILL		Scientific Investigations - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	8.1.IT	Infants and toddlers observe and wonder about the environment around them.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	8.1.IT.1	begins to notice objects and events in the indoor and outdoor environments. <u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:

EXAMPLE	8.1.IT.2	<p>engages in a variety of play experiences and exploration when provided open-ended materials, such as toys or household items that can be taken apart/put together, a container of water and various objects, seeds of different sizes/textures/shapes).</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:</p>
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EXAMPLE	8.1.IT.3	<p>uses one or more senses to make observations of their environment.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:</p>
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EXAMPLE	8.1.IT.4	<p>reacts to changes in the environment.</p> <p><u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:</p>
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EXAMPLE	8.1.IT.5	<p>attempts to manipulate/understand his or her environment through repetitive play.</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:</p>
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EXAMPLE	8.1.IT.6	<p>identifies and interacts with new objects placed in his or her environment.</p> <p><u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:</p>
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STRAND / COURSE	Area 8:	Science
ESSENTIAL CONCEPT AND/OR SKILL		Scientific Reasoning - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	8.2.IT	Infants and toddlers use reasoning to make sense of information in their environment.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	8.2.IT.1	uses trusted relationships to gain understanding of the living and non-living world.

		<u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:
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STRAND / COURSE	Area 8:	Science
ESSENTIAL CONCEPT AND/OR SKILL		Scientific Reasoning - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	8.2.IT	Infants and toddlers use reasoning to make sense of information in their environment.
GRADE LEVEL EXPECTATION		The toddler also...
EXAMPLE	8.2.IT.3	shows understanding of object permanence (that people exist when they cannot be seen and objects exist even when out of sight). <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:

STRAND / COURSE	Area 8:	Science
ESSENTIAL CONCEPT AND/OR SKILL		Scientific Communication - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	8.3.IT	Infants and toddlers share information and understanding about experiences in their environment.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	8.3.IT.2	expresses vocalizations and gestures to gain attention from others. <u>Progress Monitoring Skills</u> 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:

EXAMPLE	8.3.IT.3	shows repetitive actions to demonstrate new learning experiences. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:
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