



# Curriculum Alignment with

## Indiana Early Learning Foundations

Grade: **Ages Birth to 12 months** - Adopted: **2015**

<b>STANDARD / STRAND</b>	<b>IN.IN.ELA.</b>	<b>English / Language Arts (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.ELA1.</b>	<b>Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.</b>
<b>INDICATOR / STANDARD</b>	<b>IN.ELA1.1.</b>	<b>Demonstrate receptive communication</b>
<b>EXPECTATION / INDICATOR</b>	<b>IN.ELA1.1.1.</b>	<p>Demonstrate continual growth in understanding increasingly complex and varied vocabulary</p> <p><u>Progress Monitoring Skills</u>  Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>

<b>EXPECTATION / INDICATOR</b>	<b>IN.ELA1.1.2.</b>	<p>Respond to words or gestures</p> <p><u>Progress Monitoring Skills</u>  Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:  Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
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<b>EXPECTATION / INDICATOR</b>	<b>IN.ELA1.1.3.</b>	<p>Recognize familiar objects, people, and voices</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
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<b>EXPECTATION / INDICATOR</b>	<b>IN.ELA1.1.4.</b>	<p>Orient to sounds in the environment</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
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<b>STANDARD / STRAND</b>	<b>IN.IN.ELA.</b>	<b>English / Language Arts (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.ELA1.</b>	<b>Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.</b>
<b>INDICATOR / STANDARD</b>	<b>IN.ELA1.2.</b>	<b>Demonstrate expressive communication</b>
<b>EXPECTATION / INDICATOR</b>	<b>IN.ELA1.2.1.</b>	<p>Use facial expressions to communicate</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 13- Engages in self-expression:</p>

		<p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
EXPECTATION / INDICATOR	IN.ELA1.2.2.	<p>Use simple vocalizations to communicate</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>
STANDARD / STRAND	IN.IN.ELA.	English / Language Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	IN.ELA2.3.	Demonstrate awareness and understanding of concepts of print
EXPECTATION / INDICATOR	IN.ELA2.3.1.	<p>Look at books</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 23- Demonstrates awareness of print concepts :</p>
EXPECTATION / INDICATOR	IN.ELA2.3.2.	<p>Respond to songs</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>
EXPECTATION / INDICATOR	IN.ELA2.3.3.	<p>Listen to repetition of familiar words, songs, signs, rhymes, and stories</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: 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>
STANDARD / STRAND	IN.IN.ELA.	English / Language Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	IN.ELA2.4.	Demonstrate comprehension

EXPECTATION / INDICATOR	IN.ELA2.4.1.	<p>Demonstrate interest in hearing a familiar story or book</p> <p><u>Progress Monitoring Skills</u>  Infants: 21- Acquires meaning from a variety of materials read to him/her:  Infants: 22- Develops early phonological awareness (awareness of units of sound):</p>
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EXPECTATION / INDICATOR	IN.ELA2.4.2.	<p>Attend to caregiver's voice while being held and/or read to</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>
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STANDARD / STRAND	IN.IN.ELA.	English / Language Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.
INDICATOR / STANDARD	IN.ELA3.1.	Demonstrate mechanics of writing
EXPECTATION / INDICATOR	IN.ELA3.1.1.	<p>Use objects such as a crayon to make marks</p> <p><u>Progress Monitoring Skills</u>  Infants: 24- Uses writing for variety of purposes</p>

STANDARD / STRAND	IN.IN.ELA.	English / Language Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.
INDICATOR / STANDARD	IN.ELA3.2.	Demonstrate ability to communicate a story
EXPECTATION / INDICATOR	IN.ELA3.2.1.	<p>See expressive communication skills</p> <p><u>Progress Monitoring Skills</u>  Infants: 24- Uses writing for variety of purposes</p>

STANDARD / STRAND	IN.IN.M.	Mathematics (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	IN.M1.1.	Demonstrate strong sense of counting
EXPECTATION / INDICATOR	IN.M1.1.1.	<p>Repeat a movement like a clap</p> <p><u>Progress Monitoring Skills</u>  Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p>

STANDARD / STRAND	IN.IN.M.	Mathematics (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	IN.M1.2.	Demonstrate understanding of written numerals
EXPECTATION / INDICATOR	IN.M1.2.1.	<p>Identify numerals as different from letters or other symbols</p> <p><u>Progress Monitoring Skills</u>  Infants: 25- Organizes, represents, and builds knowledge of quantity and number:  Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p>

STANDARD / STRAND	IN.IN.M.	Mathematics (Infant)
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PROFICIENCY STATEMENT / SUBSTRAND	IN.M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematic structure and patterning.
INDICATOR / STANDARD	IN.M2.2.	Demonstrate awareness of patterning
EXPECTATION / INDICATOR	IN.M2.2.2.	Recognize daily routines
		<u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:

STANDARD / STRAND	IN.IN.M.	Mathematics (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	IN.M5.1.	Understand concept of time
EXPECTATION / INDICATOR	IN.M5.1.1.	Cooperate with a routine
		<u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:

STANDARD / STRAND	IN.IN.M.	Mathematics (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	IN.M5.2.	Understand measurement through description and comparison
EXPECTATION / INDICATOR	IN.M5.2.1.	Explore objects with different shapes and sizes
		<u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:

EXPECTATION / INDICATOR	IN.M5.2.2.	Begin to understand that different size containers hold more or less
		<u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 47- Demonstrates problem-solving skills:

STANDARD / STRAND	IN.IN.SE.	Social Emotional Skills (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SE1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	IN.SE1.1.	Demonstrate self-awareness and confidence
EXPECTATION / INDICATOR	IN.SE1.1.1.	Respond to own name
		<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:

STANDARD / STRAND	IN.IN.SE.	Social Emotional Skills (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SE1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	IN.SE1.2.	Demonstrate identification and expression of emotions
EXPECTATION / INDICATOR	IN.SE1.2.1.	Communicate to express pleasure or displeasure

		<u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
EXPECTATION / INDICATOR	IN.SE1.2.2.	Use cues to signal overstimulation  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION / INDICATOR	IN.SE1.2.3.	Respond positively to adults who provide comfort  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION / INDICATOR	IN.SE1.2.4.	Use sounds and body to express feelings  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
STANDARD / STRAND	IN.IN.SE.	<b>Social Emotional Skills (Infant)</b>
PROFICIENCY STATEMENT / SUBSTRAND	IN.SE2.	Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.
INDICATOR / STANDARD	IN.SE2.1.	Demonstrate self control
EXPECTATION / INDICATOR	IN.SE2.1.1.	Develop an awareness of transitions, schedules, and routines with adult prompts  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
EXPECTATION / INDICATOR	IN.SE2.1.2.	Develop self-soothing when an adult provides comfort techniques  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
EXPECTATION / INDICATOR	IN.SE2.1.3.	Express desires and feelings by using gestures and actions  <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:
STANDARD / STRAND	IN.IN.SE.	<b>Social Emotional Skills (Infant)</b>

PROFICIENCY STATEMENT / SUBSTRAND	IN.SE4.	Building Relationships - Early learners develop foundational skills that support social development and engagement with others.
INDICATOR / STANDARD	IN.SE4.1.	Demonstrate relationship skills
EXPECTATION / INDICATOR	IN.SE4.1.1.	Engage in simple social interactions with adults  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION / INDICATOR	IN.SE4.1.2.	Exhibit caution of unfamiliar adults  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION / INDICATOR	IN.SE4.1.3.	Use key adults as a secure base when exploring the environment  <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: Infants: 15- Develops relationships with adults:
EXPECTATION / INDICATOR	IN.SE4.1.4.	Notice other children in their environment  <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:
EXPECTATION / INDICATOR	IN.SE4.1.5.	Engage in onlooker play  <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:
STANDARD / STRAND	IN.IN.APL.	Approaches to Play and Learning (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	IN.APL1.1.	Demonstrate initiative and self-direction
EXPECTATION / INDICATOR	IN.APL1.1.1.	Respond to a stimulating environment  <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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EXPECTATION / INDICATOR	IN.APL1.1.2.	Show curiosity/interest in surroundings  <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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EXPECTATION / INDICATOR	IN.APL1.1.3.	Show eagerness and delight in self, others, and surroundings  <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: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
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STANDARD / STRAND	IN.IN.APL.	Approaches to Play and Learning (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	IN.APL1.2.	Demonstrate interest and curiosity as a learner
EXPECTATION / INDICATOR	IN.APL1.2.1.	Show budding interest in how objects work  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

EXPECTATION / INDICATOR	IN.APL1.2.2.	Try a variety of approaches to get desired outcomes  <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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EXPECTATION / INDICATOR	IN.APL1.2.3.	Physically explore new ways to use objects and observe results  <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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STANDARD / STRAND	IN.IN.APL.	Approaches to Play and Learning (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.APL2.	Flexible Thinking - Early learners develop foundational skills that support flexible thinking and social interactions during play.
INDICATOR / STANDARD	IN.APL2.1.	Demonstrate development of flexible thinking skills during play
EXPECTATION / INDICATOR	IN.APL2.1.1.	Manipulate objects  <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:
EXPECTATION / INDICATOR	IN.APL2.1.2.	Imitate actions  <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:
<b>STANDARD / STRAND</b>	<b>IN.IN.APL.</b>	<b>Approaches to Play and Learning (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.APL3.</b>	<b>Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.</b>
<b>INDICATOR / STANDARD</b>	<b>IN.APL3.1.</b>	<b>Demonstrate development of sustained attention and persistence</b>
EXPECTATION / INDICATOR	IN.APL3.1.1.	Examine objects for brief periods of time  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
EXPECTATION / INDICATOR	IN.APL3.1.3.	Repeat actions to make something happen again  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
<b>STANDARD / STRAND</b>	<b>IN.IN.APL.</b>	<b>Approaches to Play and Learning (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.APL4.</b>	<b>Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.</b>
<b>INDICATOR / STANDARD</b>	<b>IN.APL4.1.</b>	<b>Demonstrate development of social interactions during play</b>
EXPECTATION / INDICATOR	IN.APL4.1.1.	Engage in onlooker play  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
EXPECTATION / INDICATOR	IN.APL4.1.3.	Show interest in children who are playing nearby  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
<b>STANDARD / STRAND</b>	<b>IN.IN.SC.</b>	<b>Science (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.SC1.</b>	<b>Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.</b>
<b>INDICATOR / STANDARD</b>	<b>IN.SC1.1.</b>	<b>Demonstrate ability to explore objects in the physical world</b>
EXPECTATION / INDICATOR	IN.SC1.1.1.	Observe and experience the environment using all five senses  <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:

EXPECTATION / INDICATOR	IN.SC1.1.3.	Focus attention on sounds, movement, and objects  <u>Progress Monitoring Skills</u> Infants: 34- Demonstrates knowledge related to physical science:
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STANDARD / STRAND	IN.IN.SC.	Science (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SC1.	Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.
INDICATOR / STANDARD	IN.SC1.2.	Demonstrate awareness of the physical properties of objects
EXPECTATION / INDICATOR	IN.SC1.2.2.	Perform actions with objects and observe results  <u>Progress Monitoring Skills</u> Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:

STANDARD / STRAND	IN.IN.SC.	Science (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SC2.	Earth and Space Science - Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	IN.SC2.1.	Recognize the characteristics of Earth and sky
EXPECTATION / INDICATOR	IN.SC2.1.1.	Establish activity patterns based on day and night  <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:

EXPECTATION / INDICATOR	IN.SC2.1.2.	Explore and react to different indoor and outdoor surfaces  <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:
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STANDARD / STRAND	IN.IN.SC.	Science (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SC2.	Earth and Space Science - Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.
INDICATOR / STANDARD	IN.SC2.2.	Recognize seasonal and weather related changes
EXPECTATION / INDICATOR	IN.SC2.2.1.	Observe and experience the difference in climate/weather  <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:

STANDARD / STRAND	IN.IN.SC.	Science (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SC3.	Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.
INDICATOR / STANDARD	IN.SC3.1.	Demonstrate awareness of life
EXPECTATION / INDICATOR	IN.SC3.1.2.	Discover body parts  <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:

STANDARD / STRAND	IN.IN.SC.	Science (Infant)
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PROFICIENCY STATEMENT / SUBSTRAND	IN.SC4.	Engineering - Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.
INDICATOR / STANDARD	IN.SC4.1.	Demonstrate engineering design skills
EXPECTATION / INDICATOR	IN.SC4.1.1.	Demonstrate an interest in human made objects  <u>Progress Monitoring Skills</u> Infants: 34- Demonstrates knowledge related to physical science:
EXPECTATION / INDICATOR	IN.SC4.1.2.	Explore and manipulate human made objects  <u>Progress Monitoring Skills</u> Infants: 34- Demonstrates knowledge related to physical science:
STANDARD / STRAND	IN.IN.SC.	Science (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SC5.	Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.
INDICATOR / STANDARD	IN.SC5.1.	Demonstrate scientific curiosity
EXPECTATION / INDICATOR	IN.SC5.1.1.	Observe and show interest in objects, organisms, and events in the environment  <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:
STANDARD / STRAND	IN.IN.SS.	Social Studies (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.SS1.	Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.
INDICATOR / STANDARD	IN.SS1.1.	Demonstrate development of self
EXPECTATION / INDICATOR	IN.SS1.1.1.	Respond to celebrations and other cultural events if observed  <u>Progress Monitoring Skills</u> Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity
EXPECTATION / INDICATOR	IN.SS1.1.2.	Engage in onlooker play  <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:
EXPECTATION / INDICATOR	IN.SS1.1.3.	Begin to separate self from others  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
EXPECTATION / INDICATOR	IN.SS1.1.4.	Show affection and bonds with familiar adults

		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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<b>STANDARD / STRAND</b>	<b>IN.IN.SS.</b>	<b>Social Studies (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.SS2.</b>	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
<b>INDICATOR / STANDARD</b>	<b>IN.SS2.4.</b>	Demonstrate awareness of the functions of government
<b>EXPECTATION / INDICATOR</b>	<b>IN.SS2.4.1.</b>	Demonstrate comfort in familiar routines, objects, and materials
		<u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:

<b>STANDARD / STRAND</b>	<b>IN.IN.SS.</b>	<b>Social Studies (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.SS3.</b>	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
<b>INDICATOR / STANDARD</b>	<b>IN.SS3.1.</b>	Demonstrate awareness of the world in spatial terms
<b>EXPECTATION / INDICATOR</b>	<b>IN.SS3.1.1.</b>	Begin to discover use of body and objects in 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: 29- Explores, recognizes, and describes spatial relationships between objects:

<b>STANDARD / STRAND</b>	<b>IN.IN.SS.</b>	<b>Social Studies (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.SS3.</b>	Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.
<b>INDICATOR / STANDARD</b>	<b>IN.SS3.2.</b>	Demonstrate awareness of places and regions
<b>EXPECTATION / INDICATOR</b>	<b>IN.SS3.2.1.</b>	Explore the immediate environment
		<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:

<b>STANDARD / STRAND</b>	<b>IN.IN.SS.</b>	<b>Social Studies (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.SS4.</b>	Economics - Early learners develop foundational skills in learning and understanding the functions of an economy.
<b>INDICATOR / STANDARD</b>	<b>IN.SS4.1.</b>	Demonstrate awareness of economics
<b>EXPECTATION / INDICATOR</b>	<b>IN.SS4.1.1.</b>	Demonstrate preference for specific objects and people
		<u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:

<b>STANDARD / STRAND</b>	<b>IN.IN.CA.</b>	<b>Creative Arts (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.CA1.</b>	Music - Early learners develop foundational skills that support creative expression through voice, instruments, and objects.
<b>INDICATOR / STANDARD</b>	<b>IN.CA1.1.</b>	Demonstrate creative music expression

EXPECTATION / INDICATOR	IN.CA1.1.1.	<p>Respond to music by moving own body</p> <p><u>Progress Monitoring Skills</u>  Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
EXPECTATION / INDICATOR	IN.CA1.1.2.	<p>Experiment with vocalizations and sounds</p> <p><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:</p>
EXPECTATION / INDICATOR	IN.CA1.1.3.	<p>React to familiar songs or music</p> <p><u>Progress Monitoring Skills</u>  Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
EXPECTATION / INDICATOR	IN.CA1.1.4.	<p>Participate in diverse musical genres and styles</p> <p><u>Progress Monitoring Skills</u>  Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
STANDARD / STRAND	IN.IN.CA.	Creative Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.CA2.	Dance - Early learners develop foundational skills that support creative expression through movement.
INDICATOR / STANDARD	IN.CA2.1.	Demonstrate creative movement expression
EXPECTATION / INDICATOR	IN.CA2.1.1.	<p>Respond to music with body movements</p> <p><u>Progress Monitoring Skills</u>  Infants: 41- Participates in dance to express creativity:</p>
STANDARD / STRAND	IN.IN.CA.	Creative Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	IN.CA3.1.	Demonstrate creative expression through the visual art process
EXPECTATION / INDICATOR	IN.CA3.1.1.	<p>Explore simple art materials</p> <p><u>Progress Monitoring Skills</u>  Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>
STANDARD / STRAND	IN.IN.CA.	Creative Arts (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.CA3.	Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.
INDICATOR / STANDARD	IN.CA3.2.	Demonstrate creative expression through visual art production
EXPECTATION / INDICATOR	IN.CA3.2.1.	Respond to various textures and sensory materials

		<u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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<b>STANDARD / STRAND</b>	<b>IN.IN.CA.</b>	<b>Creative Arts (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.CA3.</b>	<b>Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.</b>
<b>INDICATOR / STANDARD</b>	<b>IN.CA3.3.</b>	<b>Demonstrate creative expression through art appreciation</b>
<b>EXPECTATION / INDICATOR</b>	<b>IN.CA3.3.1.</b>	Show preference for particular visual stimuli  <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

<b>STANDARD / STRAND</b>	<b>IN.IN.CA.</b>	<b>Creative Arts (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.CA4.</b>	<b>Dramatic Play - Early learners develop foundational skills that support creative expression through dramatic play.</b>
<b>INDICATOR / STANDARD</b>	<b>IN.CA4.1.</b>	<b>Demonstrate creative expression through dramatic play</b>
<b>EXPECTATION / INDICATOR</b>	<b>IN.CA4.1.1.</b>	Engage in onlooker play  <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:

<b>EXPECTATION / INDICATOR</b>	<b>IN.CA4.1.3.</b>	Begin to imitate the actions and expressions of caregivers  <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:
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<b>EXPECTATION / INDICATOR</b>	<b>IN.CA4.1.4.</b>	Begin to recognize that certain actions will draw responses  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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<b>STANDARD / STRAND</b>	<b>IN.IN.PHG.</b>	<b>Physical Health and Growth (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.PHG1.</b>	<b>Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.</b>
<b>INDICATOR / STANDARD</b>	<b>IN.PHG1.1.</b>	<b>Demonstrate development of healthy practices</b>
<b>EXPECTATION / INDICATOR</b>	<b>IN.PHG1.1.1.</b>	Passively participate in health and hygiene-related behaviors initiated by an adult  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:

<b>STANDARD / STRAND</b>	<b>IN.IN.PHG.</b>	<b>Physical Health and Growth (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.PHG1.</b>	<b>Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.</b>
<b>INDICATOR / STANDARD</b>	<b>IN.PHG1.2.</b>	<b>Demonstrate development of safety practices</b>

EXPECTATION / INDICATOR	IN.PHG1.2.1.	<p>Use key adults as a secure base when exploring the environment</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
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EXPECTATION / INDICATOR	IN.PHG1.2.2.	<p>Seek reassurance from a trusted caregiver when encountering an unfamiliar person or object</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>
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STANDARD / STRAND	IN.IN.PHG.	Physical Health and Growth (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	IN.PHG1.3.	Demonstrate development of nutrition awareness
EXPECTATION / INDICATOR	IN.PHG1.3.1.	<p>Express when hungry or full</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:</p>

EXPECTATION / INDICATOR	IN.PHG1.3.3.	<p>Begin following a regular eating routine</p> <p><u>Progress Monitoring Skills</u>  Infants: 02- Participates in activities related to nutrition:</p>
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EXPECTATION / INDICATOR	IN.PHG1.3.4.	<p>Demonstrate awareness of different textures of food</p> <p><u>Progress Monitoring Skills</u>  Infants: 02- Participates in activities related to nutrition:</p>
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EXPECTATION / INDICATOR	IN.PHG1.3.5.	<p>Help with self-feeding</p> <p><u>Progress Monitoring Skills</u>  Infants: 02- Participates in activities related to nutrition:</p>
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STANDARD / STRAND	IN.IN.PHG.	Physical Health and Growth (Infant)
PROFICIENCY STATEMENT / SUBSTRAND	IN.PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	IN.PHG2.1.	Demonstrate how the five senses support processing information
EXPECTATION / INDICATOR	IN.PHG2.1.1.	<p>Manipulate objects to see what will happen</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:  Infants: 06- Develops fine-motor skills:  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 34- Demonstrates knowledge related to physical science:  Infants: 47- Demonstrates problem-solving skills:</p>

<b>STANDARD / STRAND</b>	<b>IN.IN.PHG.</b>	<b>Physical Health and Growth (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.PHG2.</b>	<b>Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.</b>
<b>INDICATOR / STANDARD</b>	<b>IN.PHG2.2.</b>	<b>Demonstrate development of body awareness</b>
<b>EXPECTATION / INDICATOR</b>	<b>IN.PHG2.2.1.</b>	Show awareness of own body and start to move intentionally  <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:

<b>EXPECTATION / INDICATOR</b>	<b>IN.PHG2.2.2.</b>	Interact with adults in physical activities  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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<b>STANDARD / STRAND</b>	<b>IN.IN.PHG.</b>	<b>Physical Health and Growth (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.PHG3.</b>	<b>Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.</b>
<b>INDICATOR / STANDARD</b>	<b>IN.PHG3.1.</b>	<b>Demonstrate development of fine and gross motor coordination</b>
<b>EXPECTATION / INDICATOR</b>	<b>IN.PHG3.1.1.</b>	Demonstrate hand-eye coordination and participate in a variety of activities to enhance coordination  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

<b>EXPECTATION / INDICATOR</b>	<b>IN.PHG3.1.2.</b>	Begin to develop coordination and balance, often with support  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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<b>EXPECTATION / INDICATOR</b>	<b>IN.PHG3.1.3.</b>	Develop control of head and back, progressing to arms and legs  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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<b>STANDARD / STRAND</b>	<b>IN.IN.PHG.</b>	<b>Physical Health and Growth (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.PHG3.</b>	<b>Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.</b>
<b>INDICATOR / STANDARD</b>	<b>IN.PHG3.2.</b>	<b>Demonstrate development of oral motor skills</b>
<b>EXPECTATION / INDICATOR</b>	<b>IN.PHG3.2.1.</b>	Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

<b>STANDARD / STRAND</b>	<b>IN.IN.PHG.</b>	<b>Physical Health and Growth (Infant)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>IN.PHG4.</b>	<b>Personal Care - Early learners develop foundational skills that support the independent care of one's self.</b>
<b>INDICATOR / STANDARD</b>	<b>IN.PHG4.1.</b>	<b>Demonstrate increased independence in personal care routines</b>
<b>EXPECTATION / INDICATOR</b>	<b>IN.PHG4.1.1.</b>	Participate passively in dressing and undressing self



		<b><u>Progress Monitoring Skills</u></b> <b>Infants: 01-Practices healthy and safe habits:</b>
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