



Curriculum Alignment with

Louisiana's Early Learning Guidelines and Program Standards

Grade: **Ages Birth to 12 months** - Adopted: **2013**

STRAND	LA.AL.0.	APPROACHES TO LEARNING (Infants)
TITLE		INITIATIVE AND CURIOSITY
PERFORMANCE EXPECTATION	AL.1.	Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.
INDICATOR	AL.1.0.1.	Show interest in body parts (e.g., fingers, toes). (0.1) <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:

INDICATOR	AL.1.0.2.	Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.2) <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:
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INDICATOR	AL.1.0.3.	Select a particular material, toy or place to explore on their own. (0.3) <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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INDICATOR	AL.1.0.4.	Use simple behaviors to meet own needs (e.g., feed self with finger food). (0.4) <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	LA.AL.0.	APPROACHES TO LEARNING (Infants)
TITLE		ATTENTION, ENGAGEMENT, AND PERSISTENCE
PERFORMANCE EXPECTATION	AL.2.	Demonstrate attention, engagement, and persistence in learning.
INDICATOR	AL.2.0.1.	Focus attention on people around him/her. (0.1) <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers:

INDICATOR	AL.2.0.2.	<p>Attend briefly to different people, sights and sounds in the environment. (0.2)</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: 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: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:</p>
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INDICATOR	AL.2.0.3.	<p>Try to make things happen. (0.3)</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: 47- Demonstrates problem-solving skills:</p>
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STRAND	LA.AL.0.	APPROACHES TO LEARNING (Infants)
TITLE		SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
PERFORMANCE EXPECTATION	AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	AL.3.0.1.	<p>Notice the effect of own actions when playing with a variety of objects and/or interacting with others. (0.1)</p> <p><u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:</p>

INDICATOR	AL.3.0.2.	<p>Interact with a toy or object in more than one way. (0.2)</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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INDICATOR	AL.3.0.3.	<p>Use simple actions to solve problems (e.g., scooting to reach favorite toy). (0.3)</p> <p><u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:</p>
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INDICATOR	AL.3.0.4.	Play with a variety of objects and notice similar and different outcomes. (0.4) <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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STRAND	LA.AL.0.	APPROACHES TO LEARNING (Infants)
TITLE		SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
PERFORMANCE EXPECTATION	AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	AL.4.0.1.	Try a new action with a familiar object when interacting with others. (0.1) <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:

INDICATOR	AL.4.0.2.	Manipulate objects in order to explore them. (0.2) <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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STRAND	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
TITLE		CREATIVE THINKING AND EXPRESSION (CC)
PERFORMANCE EXPECTATION	CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	CC.1.0.1.	Show interest and respond to different voices and sounds. (0.1) <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:

INDICATOR	CC.1.0.2.	Listen and respond to music by moving their bodies. (0.2) <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity:
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STRAND	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
TITLE		CREATIVE THINKING AND EXPRESSION (CC)
PERFORMANCE EXPECTATION	CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	CC.2.0.1.	Respond to or show interest in visual stimuli (e.g., mobiles, stuffed animals, prints, art work, etc.). (0.1) <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

STRAND	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
TITLE		CREATIVE THINKING AND EXPRESSION (CC)
PERFORMANCE EXPECTATION	CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	CC.3.0.1.	Observe and imitate the actions of others (e.g., imitates mother's facial expression, holds a baby doll while mother holds a baby). (0.1) <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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INDICATOR	CC.3.0.2.	Explore toys and other objects. (0.2) <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:
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STRAND	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
TITLE		MATHEMATICS (CM)
PERFORMANCE EXPECTATION	CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	CM.1.0.1.	Attend to an adult counting. (0.1) <u>Progress Monitoring Skills</u> Infants: 26- Manipulates, compares, and describes relationships using quantity and number:

STRAND	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
TITLE		MATHEMATICS (CM)
PERFORMANCE EXPECTATION	CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	CM.2.0.1.	Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape). (0.1) <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:

STRAND	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
TITLE		MATHEMATICS (CM)
PERFORMANCE EXPECTATION	CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	CM.3.0.1.	Play with toys and other objects of different sizes and weights. (0.1) <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:

STRAND	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
TITLE		MATHEMATICS (CM)
PERFORMANCE EXPECTATION	CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	CM.4.0.1.	Explore various shapes. (0.1) <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:

INDICATOR	CM.4.0.2.	Move their body in space and observe people and objects as they move through space. (0.2)
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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: 29- Explores, recognizes, and describes spatial relationships between objects:
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STRAND	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
TITLE		SCIENCE (CS)
PERFORMANCE EXPECTATION	CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	CS.1.0.1.	Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.1) <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:

INDICATOR	CS.1.0.2.	Repeat actions that cause changes in objects or people (e.g., shake rattle to make a noise). (0.2) <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:
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INDICATOR	CS.1.0.4.	Shows curiosity in living creatures, objects, and materials they can see, hear or feel. (0.4) <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:
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STRAND	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
TITLE		SCIENCE (CS)
PERFORMANCE EXPECTATION	CS.3.	Acquire scientific knowledge related to life science (properties of living things).
INDICATOR	CS.3.0.2.	Look at and explore different parts of human body and living creatures. (0.2) <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:

STRAND	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
TITLE		SCIENCE (CS)
PERFORMANCE EXPECTATION	CS.4.	Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).

INDICATOR	CS.4.0.1.	Respond to the current weather conditions. (0.1) <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:
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STRAND	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
TITLE		SOCIAL STUDIES (CSS)
PERFORMANCE EXPECTATION	CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
INDICATOR	CSS.1.0.1.	Recognize familiar people. (0.1) <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:

INDICATOR	CSS.1.0.2.	Show anticipation of events in daily routine and activities. (0.2) <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
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STRAND	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
TITLE		SOCIAL STUDIES (CSS)
PERFORMANCE EXPECTATION	CSS.2.	Describe people, events, and symbols of the past and present.
INDICATOR	CSS.2.0.1.	Show interest in people. (0.1) <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:

INDICATOR	CSS.2.0.2.	Recognize familiar people. (0.2) <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:
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INDICATOR	CSS.2.0.3.	Show interest in holiday, cultural, and/or birthday celebrations for family members and peers. (0.3) <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
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STRAND	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
TITLE		SOCIAL STUDIES (CSS)
PERFORMANCE EXPECTATION	CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
INDICATOR	CSS.3.0.1.	Explore the immediate environment (inside and outside with adult supervision). (0.1) <u>Progress Monitoring Skills</u>

		<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: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</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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STRAND	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
TITLE		SOCIAL STUDIES (CSS)
PERFORMANCE EXPECTATION	CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	CSS.4.0.1.	<p>Respond to music from various cultures; especially those from their own culture (e.g., lullabies or simple songs). (0.1)</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>

INDICATOR	CSS.4.0.2.	<p>Look at books or pictures of homes that are similar to those found in their own community. (0.2)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 38- Demonstrates an awareness of geography in his/her community</p>
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STRAND	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
TITLE		SOCIAL STUDIES (CSS)
PERFORMANCE EXPECTATION	CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	CSS.5.0.1.	<p>Notice others carrying out routines and responsibilities. (0.1)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 14- Demonstrates self-control:</p> <p>Infants: 40- Understands the passage of time and how events are related:</p>

STRAND	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
TITLE		SOCIAL STUDIES (CSS)
PERFORMANCE EXPECTATION	CSS.6.	Demonstrate an awareness of basic economic concepts.
INDICATOR	CSS.6.0.1.	<p>Express preferences for food, toys, etc. through vocalizations, gestures and facial expressions. (0.1)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p>

		<p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p>
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STRAND	LA.LL.0.	LANGUAGE AND LITERACY DEVELOPMENT (Infants)
TITLE		SPEAKING AND LISTENING
PERFORMANCE EXPECTATION	LL.1.	Comprehend or understand and use language.
INDICATOR	LL.1.0.1.	<p>Show interest in adult speech. (0.1)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 20- Uses increasingly complex spoken language:</p>

INDICATOR	LL.1.0.5.	<p>Coo when spoken to. (0.5)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
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INDICATOR	LL.1.0.9.	<p>Get attention or express needs through sound, facial expressions, and movements. (0.9)</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: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p>
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INDICATOR	LL.1.0.10.	<p>Imitate different sounds. (0.10)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
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STRAND	LA.LL.0.	LANGUAGE AND LITERACY DEVELOPMENT (Infants)
TITLE		LANGUAGE
PERFORMANCE EXPECTATION	LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	LL.2.0.1.	<p>Engage in brief moments of joint attention to imitate positional words through language, music and sounds. (0.1)</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: 29- Explores, recognizes, and describes spatial relationships between objects:</p>

INDICATOR	LL.2.0.2.	<p>Recognize names of familiar people and objects. (0.2)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 12- Develops self-awareness:</p> <p>Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:</p>
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STRAND	LA.LL.0.	LANGUAGE AND LITERACY DEVELOPMENT (Infants)
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TITLE		READING: LITERATURE AND INFORMATION IN PRINT
PERFORMANCE EXPECTATION	LL.3.	Develop an interest in books and their characteristics.
INDICATOR	LL.3.0.1.	Manipulate books by holding, chewing, banging, etc. (0.1) <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :

INDICATOR	LL.3.0.3.	Engage in joint attention to books, language, music and sounds. (0.3) <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 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	LA.LL.0.	LANGUAGE AND LITERACY DEVELOPMENT (Infants)
TITLE		READING: LITERATURE AND INFORMATION IN PRINT
PERFORMANCE EXPECTATION	LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	LL.4.0.1.	Engage in brief moments of joint attention to books, language and sounds. (0.1) <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):

STRAND	LA.LL.0.	LANGUAGE AND LITERACY DEVELOPMENT (Infants)
TITLE		READING: FOUNDATIONAL SKILLS
PERFORMANCE EXPECTATION	LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	LL.6.0.1.	Coo and babble to self and others. (0.1) <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 45- Demonstrates awareness of cause and effect:

INDICATOR	LL.6.0.2.	Imitate sounds made by caregiver. (0.2) <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:
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INDICATOR	LL.6.0.3.	Make vowel-like sounds or a variety of consonant and vowel sounds. May say first word. (0.3) <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:
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INDICATOR	LL.6.0.4.	Show recognition of familiar voices, names and environmental sounds. (0.4) <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 45- Demonstrates awareness of cause and effect:
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STRAND	LA.LL.0.	LANGUAGE AND LITERACY DEVELOPMENT (Infants)
TITLE		WRITING
PERFORMANCE EXPECTATION	LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	LL.7.0.1.	Tightly grasp objects when placed in hands. (0.1) <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

INDICATOR	LL.7.0.2.	Release object purposefully. (0.2) <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes
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INDICATOR	LL.7.0.3.	Use pincer grasp to pick up small objects. (0.3) <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes
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INDICATOR	LL.7.0.4.	Preference for using right or left hand is emerging. (0.4) <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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INDICATOR	LL.7.0.5.	Transfer objects from hand to hand. (0.5) <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes
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STRAND	LA.PM.0.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Infants)
TITLE		MOTOR SKILLS AND PHYSICAL FITNESS
PERFORMANCE EXPECTATION	PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	PM.1.0.1.	Develop strength and control of head and back progressing to arms and legs. (0.1)

		<u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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INDICATOR	PM.1.0.2.	Develop strength and control of head and back progressing to arms and legs when playing with objects. (0.2) <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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STRAND	LA.PM.0.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Infants)
TITLE		MOTOR SKILLS AND PHYSICAL FITNESS
PERFORMANCE EXPECTATION	PM.2.	Develop small muscle control and coordination.
INDICATOR	PM.2.0.1.	Develop small motor control moving from the chest outward to arms, wrist, and hands. (0.1) <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

INDICATOR	PM.2.0.2.	Use hands to accomplish actions with rake grasp and/or palming. (0.2) <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:
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INDICATOR	PM.2.0.3.	Coordinate eye and hand movements when eating, grasping, or picking up objects. (0.3) <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition: Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:
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STRAND	LA.PM.0.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Infants)
TITLE		MOTOR SKILLS AND PHYSICAL FITNESS
PERFORMANCE EXPECTATION	PM.3.	Participate in a variety of physical activities to enhance strength and stamina.

INDICATOR	PM.3.0.1.	Move body in a variety of ways, (e.g., kicking feet, waving arms, or rolling over). (0.1) <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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STRAND	LA.PM.0.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Infants)
TITLE		HEALTH AND HYGIENE
PERFORMANCE EXPECTATION	PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	PM.4.0.1.	Willing to try healthy foods offered by caregiver. (0.1) <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:

INDICATOR	PM.4.0.2.	Cooperate with some personal care routines. (0.2) <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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INDICATOR	PM.4.0.3.	Respond to consistent bedtime routine. (0.3) <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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INDICATOR	PM.4.0.4.	Soothe self and fall asleep. (0.4) <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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STRAND	LA.SE.0.	SOCIAL-EMOTIONAL DEVELOPMENT (Infants)
TITLE		SOCIAL RELATIONSHIPS
PERFORMANCE EXPECTATION	SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	SE.1.0.1.	Notice and pay attention to others. (0.1) <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:

INDICATOR	SE.1.0.2.	Notice how others respond to his/her behaviors. (0.2) <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
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INDICATOR	SE.1.0.3.	Explore a variety of things in the environment (e.g., reach for a toy, put a rattle in mouth). (0.3) <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: 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:
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		<p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</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> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
INDICATOR	SE.1.0.4.	<p>Participate in simple back and forth play and interaction with adults. (0.4)</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>
INDICATOR	SE.1.0.6.	<p>Become frightened or distressed when separated from familiar caregiver. (0.6)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>
INDICATOR	SE.1.0.8.	<p>Touch, smile, or babble to other infants. (0.8)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
STRAND	LA.SE.0.	SOCIAL-EMOTIONAL DEVELOPMENT (Infants)
TITLE		SELF-CONCEPT AND SELF-EFFICACY
PERFORMANCE EXPECTATION	SE.2.	Develop positive self-identify and sense of belonging.
INDICATOR	SE.2.0.1.	<p>Show awareness of body parts of self and others. (0.1)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 33- Demonstrates knowledge related to living things and their environment:</p>
INDICATOR	SE.2.0.2.	<p>Express preferences for objects, activities and people. (0.2)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p>
INDICATOR	SE.2.0.3.	<p>Respond to his/her own name by movements or facial expressions. (0.3)</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: 12- Develops self-awareness: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:
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STRAND	LA.SE.0.	SOCIAL-EMOTIONAL DEVELOPMENT (Infants)
TITLE		SELF-CONCEPT AND SELF-EFFICACY
PERFORMANCE EXPECTATION	SE.3.	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
INDICATOR	SE.3.0.1.	Show that she/he expects results from own actions (e.g., repeat loud noise to gain attention, hit toy over and over to produce sound). (0.1) <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression: Infants: 45- Demonstrates awareness of cause and effect:

INDICATOR	SE.3.0.2.	Express pleasure at things he/she has done (e.g., wiggle, coo, laugh). (0.2) <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
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INDICATOR	SE.3.0.3.	Actively explore toys, and objects in the environment. (0.3) <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: 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: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:
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INDICATOR	SE.3.0.4.	Express preferences for objects, activities and people. (0.4) <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
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STRAND	LA.SE.0.	SOCIAL-EMOTIONAL DEVELOPMENT (Infants)
TITLE		SELF-REGULATION
PERFORMANCE EXPECTATION	SE.4.	Regulate own emotions and behavior.
INDICATOR	SE.4.0.1.	<p>Respond to adult's expression of feelings (e.g., their facial and vocal expressions). (0.1)</p> <p><u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:</p>
INDICATOR	SE.4.0.2.	<p>Calm down when held, rocked, or talked to by a familiar adult. (0.2)</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>
INDICATOR	SE.4.0.3.	<p>Use simple behaviors to comfort self or ease distress (e.g., turns away when overstimulated). (0.3)</p> <p><u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:</p>
INDICATOR	SE.4.0.4.	<p>Express basic feelings (e.g., fear, anger, surprise) through facial expressions, body movements, crying, smiling, laughing, and/or cooing. (0.4)</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: 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:</p>
STRAND	LA.SE.0.	SOCIAL-EMOTIONAL DEVELOPMENT (Infants)
TITLE		SELF-REGULATION
PERFORMANCE EXPECTATION	SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	SE.5.0.1.	<p>Respond to having needs met. (0.1)</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:</p>