



# Curriculum Alignment with

## Massachusetts ECC Learning Standards and Curriculum Guidelines

Grade: **Ages Birth to 12 months** - Adopted: **2011**

FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant relates to, trusts and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 Months)
INDICATOR	SED1.	The young infant shows preference for specific educators.
EXPECTATION	SED1.1.	Smile, giggle, laugh when approached by familiar educators.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

EXPECTATION	SED1.2.	Look for familiar educators.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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EXPECTATION	SED1.3.	Prefer to be held by familiar educator.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant relates to, trusts and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 Months)
INDICATOR	SED2.	The young infant develops a bond with both family and non-family members.
EXPECTATION	SED2.2.	Smile and verbalize when spoken to by familiar adults.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

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STRAND		Learning Guideline: The infant relates to, trusts and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 Months)
INDICATOR	SED3.	The young infant responds to familiar adults.
EXPECTATION	SED3.1.	Relax their bodies while being held.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

EXPECTATION	SED3.2.	Respond similarly to educator's facial expressions.  <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: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes:
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
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<b>STRAND</b>		<b>Learning Guideline: The infant relates to, trusts and becomes attached to consistent educators.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SED.OI.</b>	<b>Older Infants (6-15 Months)</b>
<b>INDICATOR</b>	<b>SED5.</b>	<b>The older infant checks in with familiar educator for reassurance.</b>
<b>EXPECTATION</b>	<b>SED5.1.</b>	<b>Move away to other activities, but periodically turn to check on location of familiar educator.</b>  <u>Progress Monitoring Skills</u> <b>Infants: 15- Develops relationships with adults:</b>

<b>EXPECTATION</b>	<b>SED5.2.</b>	<b>Move toward familiar educator for a hug or comforting.</b>  <u>Progress Monitoring Skills</u> <b>Infants: 15- Develops relationships with adults:</b>
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<b>STRAND</b>		<b>Learning Guideline: The infant relates to, trusts and becomes attached to consistent educators.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SED.OI.</b>	<b>Older Infants (6-15 Months)</b>
<b>INDICATOR</b>	<b>SED6.</b>	<b>The older infant becomes aware of the absence of familiar educators.</b>
<b>EXPECTATION</b>	<b>SED6.1.</b>	<b>Notice when parents or primary educators leave.</b>  <u>Progress Monitoring Skills</u> <b>Infants: 15- Develops relationships with adults:</b>

<b>EXPECTATION</b>	<b>SED6.2.</b>	<b>Cry when parent or primary educator leaves.</b>  <u>Progress Monitoring Skills</u> <b>Infants: 15- Develops relationships with adults:</b>
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<b>FOCUS / COURSE</b>	<b>MA.SED.</b>	<b>Social-Emotional Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant relates to, trusts and becomes attached to consistent educators.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SED.OI.</b>	<b>Older Infants (6-15 Months)</b>
<b>INDICATOR</b>	<b>SED7.</b>	<b>The older infant becomes aware of strangers.</b>
<b>EXPECTATION</b>	<b>SED7.1.</b>	<b>Move toward primary educator when stranger enters.</b>  <u>Progress Monitoring Skills</u> <b>Infants: 13- Engages in self-expression:</b> <b>Infants: 15- Develops relationships with adults:</b>

<b>EXPECTATION</b>	<b>SED7.2.</b>	<b>Cry or stare if approached by a stranger.</b>  <u>Progress Monitoring Skills</u> <b>Infants: 13- Engages in self-expression:</b> <b>Infants: 15- Develops relationships with adults:</b>
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<b>STRAND</b>		<b>Learning Guideline: The infant relates to, trusts and becomes attached to consistent educators.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SED.OI.</b>	<b>Older Infants (6-15 Months)</b>
<b>INDICATOR</b>	<b>SED8.</b>	<b>The older infant seeks comfort or assistance from a familiar educator.</b>

EXPECTATION	SED8.1.	Raise arms to be held when approached by familiar educator.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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EXPECTATION	SED8.3.	Seek out familiar educator for play and interactions.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant notices and interacts with children of a similar age.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED9.	The younger infant recognizes the differences between inanimate objects and facial expressions.
EXPECTATION	SED9.1.	Look with deep interest at faces.  <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	SED9.2.	Responds with a smile to others smiles.  <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: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes:
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant notices and interacts with children of a similar age.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED10.	The younger infant notices other children.
EXPECTATION	SED10.1.	Gaze at other children in the vicinity.  <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	SED10.2.	Look intently at another child.  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction:
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		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:
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EXPECTATION	SED10.3.	Watch children and track or follow their activities.  <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:
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant notices and interacts with children of a similar age.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED11.	The younger infant begins to engage with peers.
EXPECTATION	SED11.1.	Look at others with excitement.  <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	SED11.2.	Move body towards noise of other children.  <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:
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EXPECTATION	SED11.3.	Make sounds when other children are in view.  <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:
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
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<b>STRAND</b>		<b>Learning Guideline: The infant notices and interacts with children of a similar age.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SED.YI.</b>	<b>Young Infants (0-8 months)</b>
<b>INDICATOR</b>	<b>SED12.</b>	<b>The younger infant responds to other children.</b>
<b>EXPECTATION</b>	<b>SED12.1.</b>	<p>Reach out to touch peer's face, hair, or other body part.</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: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 47- Demonstrates problem-solving skills:</p>

<b>EXPECTATION</b>	<b>SED12.3.</b>	<p>Laugh or babble to another infant.</p> <p><u>Progress Monitoring Skills</u>  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 13- Engages in self-expression:  Infants: 16- Develops relationships with peers:  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:</p>
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<b>FOCUS / COURSE</b>	<b>MA.SED.</b>	<b>Social-Emotional Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant notices and interacts with children of a similar age.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SED.OI.</b>	<b>Older Infants (6-15 months)</b>
<b>INDICATOR</b>	<b>SED13.</b>	<b>The older infant responds to other children in increasingly complex ways.</b>
<b>EXPECTATION</b>	<b>SED13.1.</b>	<p>Watch other children with increasing excitement.</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: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 47- Demonstrates problem-solving skills:</p>

<b>EXPECTATION</b>	<b>SED13.2.</b>	<p>Imitate actions of other children.</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: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 47- Demonstrates problem-solving skills:</p>
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EXPECTATION	SED13.3.	<p>Show enjoyment of other children through gestures, expressions and vocalizations.</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: 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: 13- Engages in self-expression:  Infants: 16- Develops relationships with peers:  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 45- Demonstrates awareness of cause and effect:  Infants: 47- Demonstrates problem-solving skills:</p>
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant notices and interacts with children of a similar age.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED14.	The older infant begins to demonstrate interactions with peers.
EXPECTATION	SED14.1.	<p>Move toward noise of other children.</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: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 47- Demonstrates problem-solving skills:</p>

EXPECTATION	SED14.2.	<p>Laugh and smile at other infants and children.</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: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 47- Demonstrates problem-solving skills:</p>
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EXPECTATION	SED14.3.	<p>Clap when someone else claps hands.</p> <p><u>Progress Monitoring Skills</u>  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:</p>
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant notices and interacts with children of a similar age.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)

INDICATOR	SED15.	The older infant begins to seek out peers.
EXPECTATION	SED15.1.	Move toward other children to show or take object.  <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	SED15.2.	Open eyes wide when seeing new items, people, places, and things.  <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:
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant notices and interacts with children of a similar age.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED16.	The older infant begins to participate in simple parallel play near other children.
EXPECTATION	SED16.1.	Begin to select favorite toys.  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: 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:

EXPECTATION	SED16.2.	Play next to another child, focusing on toys, but not interact with other children.  <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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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant acts as a social being by engaging with others and the world around them.



<b>STANDARD / CONCEPT / SKILL</b>	<b>SED.YI.</b>	<b>Young Infants (0-8 months)</b>
<b>INDICATOR</b>	<b>SED17.</b>	<b>The young infant seeks interactions from both adults and peers.</b>
<b>EXPECTATION</b>	<b>SED17.1.</b>	<p>Vocalize (coo, squeal, babble, or cry) to be held or talked to.</p> <p><u>Progress Monitoring Skills</u>            Infants: 13- Engages in self-expression:            Infants: 15- Develops relationships with adults:            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:</p>

<b>EXPECTATION</b>	<b>SED17.2.</b>	<p>Look at or watch other children or educators and smile.</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: 11- Demonstrates a cooperative and flexible approach to play:            Infants: 16- Develops relationships with peers:            Infants: 47- Demonstrates problem-solving skills:</p>
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<b>EXPECTATION</b>	<b>SED17.3.</b>	<p>Coo, babble, or call towards other children or adults.</p> <p><u>Progress Monitoring Skills</u>            Infants: 11- Demonstrates a cooperative and flexible approach to play:            Infants: 13- Engages in self-expression:            Infants: 16- Develops relationships with peers:            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:</p>
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<b>FOCUS / COURSE</b>	<b>MA.SED.</b>	<b>Social-Emotional Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant acts as a social being by engaging with others and the world around them.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SED.YI.</b>	<b>Young Infants (0-8 months)</b>
<b>INDICATOR</b>	<b>SED18.</b>	<b>The young infant begins to imitate both adults and peers.</b>
<b>EXPECTATION</b>	<b>SED18.1.</b>	<p>Imitate facial expressions of adult. (i.e. smile when smiled at)</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: 19- Uses nonverbal communication for a variety of purposes:</p>
<b>EXPECTATION</b>	<b>SED18.2.</b>	<p>Cry or laugh when other children cry or laugh.</p> <p><u>Progress Monitoring Skills</u>            Infants: 11- Demonstrates a cooperative and flexible approach to</p>

		play: Infants: 16- Develops relationships with peers:
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant acts as a social being by engaging with others and the world around them.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED19.	The young infant explores the environment around them.
EXPECTATION	SED19.1.	Reach for, swats and manipulates materials 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: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:

EXPECTATION	SED19.2.	Point to objects he/she may want.  <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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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant acts as a social being by engaging with others and the world around them.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED20.	The older infant seeks interactions from both educators and peers in more complex ways.
EXPECTATION	SED20.1.	Give and/or take materials from another child or the educator.  <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:

EXPECTATION	SED20.2.	Move to sit or stand beside another child.  <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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EXPECTATION	SED20.3.	Lead adult by hand to show something.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
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<b>STRAND</b>		<b>Learning Guideline: The infant acts as a social being by engaging with others and the world around them.</b>
<b>STANDARD / CONCEPT / SKILL</b>	SED.OI.	Older Infants (6-15 months)
<b>INDICATOR</b>	SED21.	The older infant begins to imitate both educators and peers frequently and in a variety of ways.
<b>EXPECTATION</b>	SED21.1.	<p>Imitate the actions of other children or educator (i.e. cover eyes when the educator plays “Peek-a-Boo.”)</p> <p><u>Progress Monitoring Skills</u>  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 44- Uses dramatic play to express creativity:</p>

<b>EXPECTATION</b>	SED21.2.	<p>Bang items together after seeing another child doing it.</p> <p><u>Progress Monitoring Skills</u>  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:</p>
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<b>STRAND</b>		<b>Learning Guideline: The infant acts as a social being by engaging with others and the world around them.</b>
<b>STANDARD / CONCEPT / SKILL</b>	SED.OI.	Older Infants (6-15 months)
<b>INDICATOR</b>	SED22.	The older infant more actively explores the environment.
<b>EXPECTATION</b>	SED22.1.	<p>Move around to explore surroundings.</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>

<b>EXPECTATION</b>	SED22.2.	<p>Move, poke and manipulate materials around them including furniture and toys.</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</b>	SED22.3.	<p>Point to objects he/she want.</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:</p>
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		Infants: 11- Demonstrates a cooperative and flexible approach to play:
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED23.	The younger infant mirrors back others' expressions.
EXPECTATION	SED23.1.	Smile or laugh when others do so.  <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:

FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED24.	The younger infant expresses a range of emotions.
EXPECTATION	SED24.1.	Smile or kick feet when spoken to.  <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:

EXPECTATION	SED24.3.	Stiffen body when displeased.  <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:
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED25.	The younger infant begins to develop strategies to manage his/her expression of feeling with support from educators.
EXPECTATION	SED25.1.	Become comforted by special person or educator.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

EXPECTATION	SED25.2.	Look to educator for recognition and support.
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		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED26.	The younger infant begins to demonstrate an understanding of own likes and dislikes.
EXPECTATION	SED26.1.	Make a face or turn away from food or bottle.  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:

EXPECTATION	SED26.2.	Smile and reach out for desired object.  <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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EXPECTATION	SED26.3.	Kick and flails arms when displeased.  <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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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED27.	The older infant expresses a range of emotions expanding to include more complex emotions.
EXPECTATION	SED27.1.	Show a range of emotions including fear, surprise, happiness, and contentment.  <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:

EXPECTATION	SED27.2.	Cry when distressed; laugh when happy.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression: Infants: 16- Develops relationships with peers: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED28.	The older infant begins to develop more complex strategies to manage expressions of feeling with support from educators.
EXPECTATION	SED28.3.	Soothe or calm self.  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:

FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED29.	The older infant is becoming aware of others' feelings.
EXPECTATION	SED29.1.	Look at child who is laughing with another educator.  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:

EXPECTATION	SED29.2.	Stare at child who is crying when parent leaves.  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.OI.	Older Infants (6-15 months)
INDICATOR	SED30.	The older infant continues to demonstrate likes and dislikes.
EXPECTATION	SED30.1.	Show preference for food, 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:

EXPECTATION	SED30.2.	Shake head "no" when presented something they do not like.  <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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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The infant begins to regulate own feelings and behavior.
STANDARD / CONCEPT / SKILL	SED.YI.	Young Infants (0-8 months)
INDICATOR	SED31.	The younger infant begins to regulate emotions, with educator assistance.
EXPECTATION	SED31.1.	Suck thumb or a pacifier to comfort self.  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:

EXPECTATION	SED31.2.	Fall asleep when rocked or back is rubbed.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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<b>FOCUS / COURSE</b>	<b>MA.SED.</b>	<b>Social-Emotional Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant begins to regulate own feelings and behavior.</b>
<b>STANDARD / CONCEPT / SKILL</b>	SED.YI.	Young Infants (0-8 months)
<b>INDICATOR</b>	SED32.	The younger infant begins to follow own schedule for sleeping, eating, and other basic needs, with educator's help.
<b>EXPECTATION</b>	SED32.1.	Yawn or begin to fuss at about the same time each day to indicate need for sleep.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

<b>FOCUS / COURSE</b>	<b>MA.SED.</b>	<b>Social-Emotional Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant begins to regulate own feelings and behavior.</b>
<b>STANDARD / CONCEPT / SKILL</b>	SED.OI.	Older Infants (6-15 months)
<b>INDICATOR</b>	SED33.	The older infant increases strategies for regulating behavior.
<b>EXPECTATION</b>	SED33.1.	Comfort self when distressed.  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:

<b>EXPECTATION</b>	SED33.2.	Seek special object, toy, or blanket.  <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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<b>EXPECTATION</b>	SED33.3.	Begin to have more regular sleeping and waking cycles.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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<b>FOCUS / COURSE</b>	<b>MA.SED.</b>	<b>Social-Emotional Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant develops positive sense of self.</b>
<b>STANDARD / CONCEPT / SKILL</b>	SED.YI.	Young Infants (0-8 months)
<b>INDICATOR</b>	SED34.	The younger infant becomes aware of self.
<b>EXPECTATION</b>	SED34.1.	Become aware of hands and feet.  <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</b>	SED34.2.	Explore body by sucking on fist, reaching for toes.  <u>Progress Monitoring Skills</u>
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		<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>
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EXPECTATION	SED34.3.	<p>Respond to name.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 12- Develops self-awareness:</p> <p>Infants: 15- Develops relationships with adults:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p>
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<b>FOCUS / COURSE</b>	<b>MA.SED.</b>	<b>Social-Emotional Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant develops positive sense of self.</b>
<b>STANDARD / CONCEPT / SKILL</b>	SED.YI.	Young Infants (0-8 months)
<b>INDICATOR</b>	SED35.	The younger infant develops a sense of confidence through abilities and achievements.
EXPECTATION	SED35.1.	<p>Smile when he/she moves or grabs at objects.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 12- Develops self-awareness:</p> <p>Infants: 13- Engages in self-expression:</p>

EXPECTATION	SED35.2.	<p>Grab and shake rattle or squeak toy and look at educator for acknowledgement.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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EXPECTATION	SED35.3.	<p>Move body by rolling, tummy crawling, rocking, and sitting.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 05- Develops gross-motor skills:</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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<b>FOCUS / COURSE</b>	<b>MA.SED.</b>	<b>Social-Emotional Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant develops positive sense of self.</b>
<b>STANDARD / CONCEPT / SKILL</b>	SED.OI.	Older Infants (6-15 months)
<b>INDICATOR</b>	SED36.	The older infant develops a growing sense of capabilities.
EXPECTATION	SED36.1.	<p>Begin to feed self.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 01-Practices healthy and safe habits:</p> <p>Infants: 02- Participates in activities related to nutrition:</p>

EXPECTATION	SED36.2.	<p>Explore moving around room in a variety of ways.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 05- Develops gross-motor skills:</p>
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EXPECTATION	SED36.3.	<p>Repeat activities through trial and error then succeed and look at educator for acknowledgement.</p>
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		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: Infants: 47- Demonstrates problem-solving skills:
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<b>FOCUS / COURSE</b>	<b>MA.SED.</b>	<b>Social-Emotional Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant develops positive sense of self.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SED.OI.</b>	<b>Older Infants (6-15 months)</b>
<b>INDICATOR</b>	<b>SED37.</b>	<b>The older infant develops a growing sense of self confidence.</b>
<b>EXPECTATION</b>	<b>SED37.1.</b>	Find materials of interest to explore independently.  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

<b>EXPECTATION</b>	<b>SED37.2.</b>	Accomplish a new task and clap for self.  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:
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<b>EXPECTATION</b>	<b>SED37.3.</b>	Move away from educator to find items of interest.  <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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<b>FOCUS / COURSE</b>	<b>MA.LC.</b>	<b>Language and Communication Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant demonstrates the meaning of language by listening.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>LC.YI.</b>	<b>Young Infants (0-8 months)</b>
<b>INDICATOR</b>	<b>LC1.</b>	<b>The young infant responds to frequently heard sounds and words.</b>
<b>EXPECTATION</b>	<b>LC1.1.</b>	Turn head or look towards sounds in the environment.  <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:

<b>EXPECTATION</b>	<b>LC1.2.</b>	Vocalize or turn head to sounds and words from familiar caregivers, especially parents and primary caregivers.  <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:
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<b>EXPECTATION</b>	<b>LC1.3.</b>	Show preference for familiar human voices to other sounds (animal sounds).  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and
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		imaginative play: Infants: 13- Engages in self-expression:
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EXPECTATION	LC1.4.	Vocalize or gesture in response to another person's voice or gesture or to gain attention.  <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: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The infant demonstrates the meaning of language by listening.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC2.	The older infant shows increased understanding of gestures and words.
EXPECTATION	LC2.3.	Show preference in a particular set of songs, rhymes and books.  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: 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: Infants: 44- Uses dramatic play to express creativity:

FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The infant demonstrates the meaning of language by listening.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC3.	The older infant shows enjoyment of the sounds and rhythms of language.
EXPECTATION	LC3.1.	Demonstrate an understanding of simple requests and of statements such as "Wave bye-bye."  <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:

EXPECTATION	LC3.2.	Have a receptive vocabulary of more than 50 words in his/her home language.  <u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The infant develops expressive language.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC4.	The young infant uses motions and gestures to begin to communicate nonverbally.
EXPECTATION	LC4.1.	Vocalize or gesture in response to another person's voice or gesture.  <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:

EXPECTATION	LC4.2.	Make facial expressions, gestures and change tone.  <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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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The infant develops expressive language.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC5.	The young infant uses simple sounds to express thoughts, wants and needs.
EXPECTATION	LC5.2.	Babble using two-lip sounds such as "p," "b" and "m" followed by vowel sounds (e.g., "babababa dada...") or/and lip sounds from their home language.  <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:

EXPECTATION	LC5.3.	<p>Make sounds or gestures letting others know that s/he is experiencing pleasure or pain or to express needs (e.g., coos and squeals when content).</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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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The infant develops expressive language.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC6.	The older infant uses consistent sounds, gestures, signs, and some words to communicate.
EXPECTATION	LC6.2.	<p>Combine words and gestures (e.g., waves when saying "Bye-bye").</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>

FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The infant develops expressive language.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC7.	The older infant uses the same "words" consistently to express wants, needs, and thoughts.
EXPECTATION	LC7.1.	<p>Use eight to ten understandable words (e.g., "Daddy," "bottle," "up") and/or infant signs (e.g., "more," "nursing/bottle," "all done").</p> <p><u>Progress Monitoring Skills</u>  Infants: 20- Uses increasingly complex spoken language:</p>

FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The infant engages in social communication.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC8.	The young infant understands and uses social communication.
EXPECTATION	LC8.1.	<p>Make sounds to gain attention of a familiar person.</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>

EXPECTATION	LC8.2.	<p>Respond when name is called or signed.</p> <p><u>Progress Monitoring Skills</u>  Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p>
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		Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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EXPECTATION	LC8.3.	<p>Use non-verbal gestures for social conventions of greeting (e.g., waves “Bye”).</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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EXPECTATION	LC8.4.	<p>Use language to solve problems (e.g., react to facial expressions of adults).</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: 19- Uses nonverbal communication for a variety of purposes:  Infants: 47- Demonstrates problem-solving skills:</p>
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<b>FOCUS / COURSE</b>	<b>MA.LC.</b>	<b>Language and Communication Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant engages in social communication.</b>
<b>STANDARD / CONCEPT / SKILL</b>	LC.OI.	Older Infants (6-15 months)
<b>INDICATOR</b>	LC9.	The older infant begins to comprehend and use social communication.
EXPECTATION	LC9.1.	<p>Use different cries to signal various needs.</p> <p><u>Progress Monitoring Skills</u>  Infants: 09- Demonstrates self-control:  Infants: 16- Develops relationships with peers:</p>

EXPECTATION	LC9.3.	<p>Play simple imitation games.</p> <p><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:</p>
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EXPECTATION	LC9.4.	<p>Say single words to express thoughts and ideas (e.g., when infant sees the sun, s/he says “sun”).</p> <p><u>Progress Monitoring Skills</u>  Infants: 20- Uses increasingly complex spoken language:</p>
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EXPECTATION	LC9.5.	<p>Shake head for “no.”</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</p>
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		<p>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>
EXPECTATION	LC9.6.	<p>Imitate words and/or beginning signs (e.g., simple greetings, sign for more) 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>
EXPECTATION	LC9.9.	<p>Enjoy listening to oral stories in home language.</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>
<b>FOCUS / COURSE</b>	<b>MA.LC.</b>	<b>Language and Communication Guidelines</b>
<b>STRAND</b>		<b>Learning Guidelines: The infant demonstrates phonological awareness.</b>
<b>STANDARD / CONCEPT / SKILL</b>	LC.YI.	Young Infants (0-8 months)
<b>INDICATOR</b>	LC10.	The young infant shows beginning sound awareness by reacting differently to different sounds.
EXPECTATION	LC10.1.	<p>Become startled with loud sudden noise, turns head toward a rattling noise.</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>
EXPECTATION	LC10.2.	<p>Recognize mother's and father's voice before s/he sees them (e.g., turns head toward voice).</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>
EXPECTATION	LC10.3.	<p>Calm down when s/he hears a repeated lullaby.</p> <p><u>Progress Monitoring Skills</u>  Infants: 14- Demonstrates self-control:  Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>

EXPECTATION	LC10.4.	Make initial vowel sounds.  <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guidelines: The infant demonstrates phonological awareness.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC11.	The young infant shows enjoyment of the sounds and rhythms of language.
EXPECTATION	LC11.2.	Mimic the tone of conversational speech rising and falling in rhythm with their vocal expressions  <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:

FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guidelines: The infant demonstrates phonological awareness.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC12.	The young infant vocalizes familiar words when read to.
EXPECTATION	LC12.2.	Demonstrate enjoyment through facial/body movements to the sounds of words in books.  <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:

FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guidelines: The infant demonstrates phonological awareness.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC13.	The older infant recites last word of familiar rhymes, with assistance.
EXPECTATION	LC13.1.	Show interest and excitement when listening to songs and phrases (e.g., "Brown Bear, Brown Bear, what do you...SEE!")  <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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EXPECTATION	LC13.2.	<p>Make the sounds of animals and things (e.g., “Baa-baa,” “Choo-choo”).</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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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The infant develops grammar and syntax or watching if hearing impaired.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC14.	The older infant demonstrates progression in grammar and syntax.
EXPECTATION	LC14.1.	<p>Use single word speech - one word to communicate message (e.g., infant says “up” when wanting to be carried by an adult) or beginning sign language and symbols (e.g., “more,” “nurse/bottle,” “all done”).</p> <p><u>Progress Monitoring Skills</u>  Infants: 20- Uses increasingly complex spoken language:</p>

FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The infant engages in pre-reading activities.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC15.	The young infant listens to stories for short periods of time.
EXPECTATION	LC15.1.	<p>Point and make sounds when looking at picture books.</p> <p><u>Progress Monitoring Skills</u>  Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>

EXPECTATION	LC15.2.	<p>Point to familiar pictures, characters, and objects in books.</p> <p><u>Progress Monitoring Skills</u>  Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>
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EXPECTATION	LC15.3.	<p>Wave, suck, chew and manipulate the pages of a cardboard or cloth book.</p> <p><u>Progress Monitoring Skills</u>  Infants: 23- Demonstrates awareness of print concepts :</p>
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EXPECTATION	LC15.4.	<p>Focus attention on simple picture books.</p> <p><u>Progress Monitoring Skills</u>  Infants: 21- Acquires meaning from a variety of materials read to him/her:  Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:  Infants: 44- Uses dramatic play to express creativity:</p>
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The infant engages in pre-reading activities.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC16.	The older infant begins to explore physical features of a book.
EXPECTATION	LC16.2.	Explore a variety of books, including paper, cardboard, vinyl and cloth.  <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 44- Uses dramatic play to express creativity:

EXPECTATION	LC16.3.	Turn the pages of a book being read.  <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :
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EXPECTATION	LC16.4.	Play with the moving parts of a book (e.g., tabs to push, open or pull).  <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The infant engages in pre-reading activities.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC17.	The older infant builds and uses vocabulary through direct experiences and involvement with pictures and books.
EXPECTATION	LC17.1.	Enjoy books about daily routines (e.g., eating, dressing up, and toileting).  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition: Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 44- Uses dramatic play to express creativity:

EXPECTATION	LC17.2.	Recognize and responds to some family and traditional stories and their meanings.  <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 44- Uses dramatic play to express creativity:
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The infant demonstrates interest and engagement in print literacy materials.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC18.	The young infant attends to and/or makes contact with age-appropriate books, when presented.
EXPECTATION	LC18.1.	Use their senses to explore a book, such as chewing on it.

		<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: 23- Demonstrates awareness of print concepts :
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EXPECTATION	LC18.2.	Focus and attend to pictures in a book.  <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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EXPECTATION	LC18.4.	Pays attention to pictures in books.  <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The infant demonstrates interest and engagement in print literacy materials.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC19.	The older infant demonstrates interest in environmental print.
EXPECTATION	LC19.1.	Select a favorite book from the book area and place it on his/her lap.  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 44- Uses dramatic play to express creativity:

EXPECTATION	LC19.2.	Show increasing ability to handle books without assistance.  <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :
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EXPECTATION	LC19.3.	Look at posters and other pictures on the walls and shelves of the program.  <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The infant develops in multiple language acquisitions when considered a dual language learner.
STANDARD / CONCEPT / SKILL	LC.YI.	Young Infants (0-8 months)
INDICATOR	LC22.	The young infant demonstrates competency in home language.
EXPECTATION	LC22.1.	Respond to familiar words in home language (e.g., “clap” – the infant claps) and attends to sounds in English (e.g., “clap” – looks toward speaker).  <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:
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EXPECTATION	LC22.2.	Use eight to ten understandable words in home language and may not possess any words in English.  <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:
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EXPECTATION	LC22.3.	Communicate needs through single-word speech in home language and through facial expression, gestures or actions (e.g., points to object desired) if attempting to communicate in English.  <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: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The infant develops in multiple language acquisitions when considered a dual language learner.
STANDARD / CONCEPT / SKILL	LC.OI.	Older Infants (6-15 months)
INDICATOR	LC23.	The older infant demonstrates competency in home language while acquiring beginning proficiency in English.
EXPECTATION	LC23.1.	Use their home language with educators and peers to express wants and needs as well as to initiate interaction.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant refines reflexes into purposeful actions.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD1.	The young infant displays reflexive actions (sucking, eye movements, and hand and body movements).
EXPECTATION	CD1.1.	Put hands or objects in mouth and suck on them.  <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:

EXPECTATION	CD1.2.	<p>Turn head toward bottle or nipple.</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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EXPECTATION	CD1.3.	<p>Grasp finger of educator when placed in palm.</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: 06- Develops fine-motor skills:  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant refines reflexes into purposeful actions.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD2.	The young infant responds to sensory stimuli, such as touch, sounds, light, and voices.
EXPECTATION	CD2.1.	<p>Move eyes in response to items presented.</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: 31- Demonstrates scientific inquiry skills:  Infants: 45- Demonstrates awareness of cause and effect:</p>

EXPECTATION	CD2.2.	<p>Move arms and legs spontaneously and in response to stimuli.</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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EXPECTATION	CD2.3.	<p>Follow moving objects with eyes until object disappears.</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: 31- Demonstrates scientific inquiry skills:  Infants: 45- Demonstrates awareness of cause and effect:</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant refines reflexes into purposeful actions.

<b>STANDARD / CONCEPT / SKILL</b>	<b>CD.YI.</b>	<b>Young Infants (0-8 months)</b>
<b>INDICATOR</b>	<b>CD3.</b>	The young infant begins to coordinate behaviors, e.g., a sound heard stimulates a response.
<b>EXPECTATION</b>	<b>CD3.1.</b>	Look where object has disappeared from view; lose interest and turn away.  <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: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:

<b>EXPECTATION</b>	<b>CD3.2.</b>	Turn toward a sound.  <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
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<b>EXPECTATION</b>	<b>CD3.3.</b>	Smile when the educator smiles at her.  <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: 19- Uses nonverbal communication for a variety of purposes:
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<b>FOCUS / COURSE</b>	<b>MA.CD.</b>	<b>Cognitive Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant refines reflexes into purposeful actions.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CD.YI.</b>	<b>Young Infants (0-8 months)</b>
<b>INDICATOR</b>	<b>CD4.</b>	The young infant moves from passive responses to actively searching for desired people and items.
<b>EXPECTATION</b>	<b>CD4.1.</b>	Locate where a sound is coming from if it is constant and coming from the same location, such as an educator talking.  <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:

<b>EXPECTATION</b>	<b>CD4.2.</b>	Turn toward a sound while moving eyes back and forth to find the source.  <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: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:
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<b>FOCUS / COURSE</b>	<b>MA.CD.</b>	<b>Cognitive Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant develops memory skills.</b>

STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD5.	The young infant recognizes familiar people, places and things.
EXPECTATION	CD5.1.	Respond to familiar voices over others.  <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:

FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant develops memory skills.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD6.	The young infant recalls and uses information in new situations.
EXPECTATION	CD6.1.	Repeat a pleasing sound or action.  <u>Progress Monitoring Skills</u> Infants: 46- Uses prior knowledge to build new knowledge:

EXPECTATION	CD6.2.	Recognize a familiar voice.  <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:
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EXPECTATION	CD6.3.	Prefer a familiar person.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant develops memory skills.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD7.	The young infant searches for missing or hidden favorite objects.
EXPECTATION	CD7.1.	Track an object that moves out of sight.  <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: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:

FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant develops memory skills.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD8.	The older infant demonstrates a response to favorite songs, stories, or people.
EXPECTATION	CD8.1.	Bounce, smile or stretch out arms when a familiar song or story is heard.  <u>Progress Monitoring Skills</u>

		Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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EXPECTATION	CD8.2.	Smile and respond with giggles when a favorite person comes into view.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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<b>FOCUS / COURSE</b>	<b>MA.CD.</b>	<b>Cognitive Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant develops memory skills.</b>
<b>STANDARD / CONCEPT / SKILL</b>	CD.OI.	Older Infants (6-15 months)
<b>INDICATOR</b>	CD9.	The older infant looks for the educator when he or she steps out of sight.
<b>EXPECTATION</b>	CD9.1.	Show a reaction when an unfamiliar person approaches.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:

<b>FOCUS / COURSE</b>	<b>MA.CD.</b>	<b>Cognitive Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant develops memory skills.</b>
<b>STANDARD / CONCEPT / SKILL</b>	CD.OI.	Older Infants (6-15 months)
<b>INDICATOR</b>	CD10.	The older infant imitates hand motions of the educator.
<b>EXPECTATION</b>	CD10.1.	Clap hands when the educator claps hands.  <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:

EXPECTATION	CD10.2.	Mimic hand motions of the educator.  <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>FOCUS / COURSE</b>	<b>MA.CD.</b>	<b>Cognitive Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.</b>
<b>STANDARD / CONCEPT / SKILL</b>	CD.YI.	Young Infants (0-8 months)
<b>INDICATOR</b>	CD11.	The young infant explores objects or observes people and begins to notice how they react.
<b>EXPECTATION</b>	CD11.1.	Smile back at educator.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:

EXPECTATION	CD11.2.	Explore toys by mouthing, shaking and banging.  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and
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		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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EXPECTATION	CD11.3.	Kick a toy repeatedly kicking noticing the movement of the toy.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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<b>FOCUS / COURSE</b>	<b>MA.CD.</b>	<b>Cognitive Development Guidelines</b>
<b>STRAND</b>		Learning Guideline: The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.
<b>STANDARD / CONCEPT / SKILL</b>	CD.YI.	Young Infants (0-8 months)
<b>INDICATOR</b>	CD12.	The young infant repeats a pleasing sound or motion.
<b>EXPECTATION</b>	CD12.1.	Shake a toy and hearing the sound it makes, shake it again.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:

EXPECTATION	CD12.2.	Move body in a rocking motion to get the educator to continue rocking.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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EXPECTATION	CD12.3.	Turn toward person who is talking.  <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
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<b>FOCUS / COURSE</b>	<b>MA.CD.</b>	<b>Cognitive Development Guidelines</b>
<b>STRAND</b>		Learning Guideline: The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.
<b>STANDARD / CONCEPT / SKILL</b>	CD.YI.	Young Infants (0-8 months)
<b>INDICATOR</b>	CD13.	The young infant discovers that repeated actions yield similar results.
<b>EXPECTATION</b>	CD13.1.	Watch closely the actions of educator or others.  <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: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:



EXPECTATION	CD13.2.	Repeat sounds or actions and wait for response from educator.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD14.	The older infant closely observes actions and discovers that repeated actions yield similar results.
EXPECTATION	CD14.1.	Shake a toy to hear the sound it makes, and then repeat the action.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:

EXPECTATION	CD14.2.	Watch an educator push a button or wind a toy to make it work, then motion or tell the educator to repeat the action.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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EXPECTATION	CD14.3.	Push buttons on a toy to make an action and then repeat.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD15.	The older infant performs an action to get a resulting event to occur.
EXPECTATION	CD15.1.	Make sounds to get an educators' attention.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:

EXPECTATION	CD15.2.	Imitate others actions to see what happens.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD16.	The older infant increasingly experiments with cause and effect.
EXPECTATION	CD16.1.	Push a ball and watch where it goes.  <u>Progress Monitoring Skills</u> Infants: 29- Explores, recognizes, and describes spatial relationships between objects:

		<p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
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EXPECTATION	CD16.2.	<p>Show surprise when an event occurs that doesn't follow expected sequences (i.e., when rolling a ball back and forth with an educator, then someone takes the ball away.)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
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EXPECTATION	CD16.3.	<p>Play for an extended period with the same toy, watching what happens; for example, turn the wheels of a car repeatedly.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 41- Participates in dance to express creativity:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant develops problem solving skills.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD17.	The young infant demonstrates the awareness of a problem.
EXPECTATION	CD17.1.	<p>Cry to get needs met.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p>

EXPECTATION	CD17.2.	<p>Cry in frustration when he or she cannot accomplish a goal.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 16- Develops relationships with peers:</p>
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EXPECTATION	CD17.3.	<p>Vocalize, gesture, or makes eye contact to get the educator's attention.</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> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant develops problem solving skills.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)

INDICATOR	CD18.	The young infant uses: self; objects; and others to attain a goal.
EXPECTATION	CD18.1.	Use hands to steady self when sitting up.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

EXPECTATION	CD18.2.	Hit, shake, or kick toys to make and/or reproduce sounds.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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EXPECTATION	CD18.3.	Push educator's hand away when the educator tries to wash his face.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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EXPECTATION	CD18.4.	Pull on a blanket or string to move a toy closer.  <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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EXPECTATION	CD18.5.	Lift up a blanket to search for a toy that is hidden underneath.  <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant develops problem solving skills.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD19.	The older infant watches others and imitates the way they solved a problem.
EXPECTATION	CD19.1.	Watch closely as an educator opens a container or makes a toy work.  <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:

EXPECTATION	CD19.2.	Try to repeat the actions of the educator to make a toy work.  <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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EXPECTATION	CD19.3.	Point to a picture in a book and look to the educator to name the picture.  <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant develops problem solving skills.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD20.	The older infant experiments with trial and error approaches to problem solving.

EXPECTATION	CD20.1.	Try various pieces in a shape sorter or simple puzzle until one fits.  <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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EXPECTATION	CD20.2.	Continuously bang and manipulate an item to open it.  <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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EXPECTATION	CD20.3.	Try many ways to get an item out of a container (i.e. shakes the container, pokes fingers into the container, bangs the container).  <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant explores materials and discover mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD21.	The young infant focuses on or plays with one thing at a time.
EXPECTATION	CD21.1.	Hold one toy, and then drop it to pick up another.  <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:

EXPECTATION	CD21.2.	Play with one toy for a period of time.  <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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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant explores materials and discover mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD22.	The young infant attends to colors, shapes, patterns or pictures.
EXPECTATION	CD22.1.	Show visual interest in contrasting colors, patterns and textures.  <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns: Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

EXPECTATION	CD22.2.	Explore different shapes and sizes by mouthing and handling items.  <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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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant explores materials and discover mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD23.	The young infant begins to understand the concept of “more”.
EXPECTATION	CD23.1.	Express a non-verbal desire for more of something through gestures or glances.  <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:

FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant explores materials and discover mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD24.	The young infant becomes aware of patterns in the environment.
EXPECTATION	CD24.1.	Display a surprised expression or response when events occur that don’t follow expected sequences.  <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:

EXPECTATION	CD24.2.	Bounce or move up and down slowly to music or beats.  <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity:
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant explores materials and discover mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD25.	The older infant explores and manipulates objects with different shapes and sizes sometimes fitting shapes into place.
EXPECTATION	CD25.1.	Experiment with putting shapes in shape box and sometimes fit some in the correct opening.  <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:

EXPECTATION	CD25.2.	<p>Play with stacking containers and put smaller ones in larger one, but not in the correct sequence.</p> <p><u>Progress Monitoring Skills</u>  Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p>
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EXPECTATION	CD25.3.	<p>Fit single round puzzle pieces into place.</p> <p><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:</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant explores materials and discover mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD26.	The older infant becomes aware of similarities and differences in objects.
EXPECTATION	CD26.1.	<p>Place a lid on a container.</p> <p><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:</p>

EXPECTATION	CD26.2.	<p>Drop a large ball into a laundry basket.</p> <p><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:</p>
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EXPECTATION	CD26.3.	<p>Hold one toy while reaching for another toy.</p> <p><u>Progress Monitoring Skills</u>  Infants: 25- Organizes, represents, and builds knowledge of quantity and number:  Infants: 39- Demonstrates an awareness of economics in his/her community</p>
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EXPECTATION	CD26.4.	<p>Pick out all the pieces of a favorite food when offered multiple items at lunch.</p> <p><u>Progress Monitoring Skills</u>  Infants: 02- Participates in activities related to nutrition:</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant explores materials and discover mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)

INDICATOR	CD27.	The older infant becomes aware that there are different amounts of things.
EXPECTATION	CD27.2.	Use words or gestures to ask an educator to sing a song again.  <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:

EXPECTATION	CD27.3.	Indicate that “more” of something is desired (i.e., nod “yes” when asked, point, verbalize or use sign).  <u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 39- Demonstrates an awareness of economics in his/her community
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant explores materials and discover mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD28.	The older infant begins to recognize patterns.
EXPECTATION	CD28.1.	Go toward the feeding area when the educator is seen preparing lunch.  <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:

EXPECTATION	CD28.2.	Wave goodbye when someone leaves.  <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:
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EXPECTATION	CD28.3.	Touch the textures of various items, showing preference for certain textures.  <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:
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
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<b>STRAND</b>		<b>Learning Guideline: The infant explores the environment making new discoveries.</b>
<b>STANDARD / CONCEPT / SKILL</b>	CD.YI.	Young Infants (0-8 months)
<b>INDICATOR</b>	CD29.	The young infant explores the environment and gathers information through the use of the senses (touch, sight, sound, smell, taste).
<b>EXPECTATION</b>	CD29.1.	Put almost everything in mouth to explore, touch and taste.  <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:

<b>EXPECTATION</b>	CD29.2.	Grasp and explore items by turning them over and over, banging and shaking them.  <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:
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<b>EXPECTATION</b>	CD29.3.	Reach for interesting materials to explore.  <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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<b>FOCUS / COURSE</b>	<b>MA.CD.</b>	<b>Cognitive Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant explores the environment making new discoveries.</b>
<b>STANDARD / CONCEPT / SKILL</b>	CD.YI.	Young Infants (0-8 months)
<b>INDICATOR</b>	CD30.	The young infant begins to learn how objects work by handling them and watching others use them.
<b>EXPECTATION</b>	CD30.1.	React to likes and dislikes (i.e., shaking head, making a face or turning away).  <u>Progress Monitoring Skills</u>



		<p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p>
EXPECTATION	CD30.2.	<p>Turn attention to look at the same thing or person that the educator is looking at.</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: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
EXPECTATION	CD30.3.	<p>Watch the educator intently.</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: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
<b>FOCUS / COURSE</b>	<b>MA.CD.</b>	<b>Cognitive Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant explores the environment making new discoveries.</b>
<b>STANDARD / CONCEPT / SKILL</b>	CD.OI.	Older Infants (6-15 months)
<b>INDICATOR</b>	CD31.	The older infant actively explores the environment to make new discoveries.
EXPECTATION	CD31.1.	<p>Play with the same item in different ways (i.e., shake a cloth block to hear the bell inside, throw the blocks down, and hit the blocks together).</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> <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>
EXPECTATION	CD31.2.	<p>Bang on different toys or materials with the same block, pausing briefly each time between items.</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> <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>
EXPECTATION	CD31.3.	Tentatively explore new messy substances, such as wet sand or mud.

		<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	CD31.4.	Attend to and examine small objects (i.e., items found on floor, bugs, and pieces of paper).  <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	CD31.5.	Investigate a new phenomena (i.e., reaches out to touch rain or snow).  <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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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.YI.	Young Infants (0-8 months)
INDICATOR	CD33.	The young infant responds to a variety of music and sounds.
EXPECTATION	CD33.1.	Turn toward sounds and voices.  <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:

EXPECTATION	CD33.2.	Show interest and begin to respond to sounds, tones and voices.  <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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EXPECTATION	CD33.3.	Listen to music and respond to it.  <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
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<b>STRAND</b>		<b>Learning Guideline: The infant discovers creative expression through music, drama, dance and art experiences.</b>
<b>STANDARD / CONCEPT / SKILL</b>	CD.YI.	Young Infants (0-8 months)
<b>INDICATOR</b>	CD34.	The young infant explores the feeling of different textures.
<b>EXPECTATION</b>	CD34.1.	Look at bright and contrasting colors.  <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
<b>EXPECTATION</b>	CD34.2.	Gaze at pictures, photographs, and mirror images.  <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
<b>EXPECTATION</b>	CD34.3.	Touch, mouth and explore different textures.  <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:
<b>FOCUS / COURSE</b>	<b>MA.CD.</b>	<b>Cognitive Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant discovers creative expression through music, drama, dance and art experiences.</b>
<b>STANDARD / CONCEPT / SKILL</b>	CD.YI.	Young Infants (0-8 months)
<b>INDICATOR</b>	CD35.	The young infant focuses on and responds to adult facial expressions.
<b>EXPECTATION</b>	CD35.1.	Respond to puppets and stuffed animals manipulated by educator.  <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: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:
<b>EXPECTATION</b>	CD35.2.	Respond similarly to the facial expression of the educator (i.e., smiles when educator smiles).  <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: 19- Uses nonverbal communication for a variety of purposes:

EXPECTATION	CD35.3.	<p>Imitate sounds and gestures of the educator or older child.</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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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The infant discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.OI.	Older Infants (6-15 months)
INDICATOR	CD36.	The older infant responds to music.
EXPECTATION	CD36.1.	<p>Move to the music (bounce, clap, rock, or move arms) when a favorite song is played.</p> <p><u>Progress Monitoring Skills</u>  Infants: 41- Participates in dance to express creativity:</p>

EXPECTATION	CD36.2.	<p>Point to the CD player to ask for music.</p> <p><u>Progress Monitoring Skills</u>  Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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EXPECTATION	CD36.3.	<p>Begin to repeat a word or two from a favorite repetitive song.</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>
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EXPECTATION	CD36.4.	<p>Bang two toys together or hit toys with hands or another toy.</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>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
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<b>STRAND</b>		<b>Learning Guideline: The infant discovers creative expression through music, drama, dance and art experiences.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CD.OI.</b>	<b>Older Infants (6-15 months)</b>
<b>INDICATOR</b>	<b>CD37.</b>	<b>The older infant begins to experiment and explore with various art media (paint, finger-paint, playdough, markers, crayons, chalk).</b>
<b>EXPECTATION</b>	<b>CD37.1.</b>	<p><b>Enjoy getting hands messy with various sensory materials and art mediums or tentatively touch messy materials.</b></p> <p><u><b>Progress Monitoring Skills</b></u>  <b>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</b>  <b>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</b>  <b>Infants: 08- Demonstrates interest and curiosity:</b>  <b>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</b>  <b>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</b>  <b>Infants: 31- Demonstrates scientific inquiry skills:</b></p>

<b>EXPECTATION</b>	<b>CD37.2.</b>	<p><b>Grasp large crayons or markers in fist and move them in broad strokes across a surface.</b></p> <p><u><b>Progress Monitoring Skills</b></u>  <b>Infants: 24- Uses writing for variety of purposes</b>  <b>Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</b></p>
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<b>FOCUS / COURSE</b>	<b>MA.CD.</b>	<b>Cognitive Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant discovers creative expression through music, drama, dance and art experiences.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CD.OI.</b>	<b>Older Infants (6-15 months)</b>
<b>INDICATOR</b>	<b>CD38.</b>	<b>The older infant imitates the actions of the educator or other adults.</b>
<b>EXPECTATION</b>	<b>CD38.2.</b>	<p><b>Talk on a telephone or wipe off the table after seeing the educator do these things.</b></p> <p><u><b>Progress Monitoring Skills</b></u>  <b>Infants: 10- Engages in a progression of individualized and imaginative play:</b>  <b>Infants: 11- Demonstrates a cooperative and flexible approach to play:</b></p>

<b>EXPECTATION</b>	<b>CD38.3.</b>	<p><b>Intently watch the facial expressions of the educator.</b></p> <p><u><b>Progress Monitoring Skills</b></u>  <b>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</b>  <b>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</b>  <b>Infants: 13- Engages in self-expression:</b>  <b>Infants: 19- Uses nonverbal communication for a variety of purposes:</b>  <b>Infants: 31- Demonstrates scientific inquiry skills:</b>  <b>Infants: 45- Demonstrates awareness of cause and effect:</b></p>
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<b>FOCUS / COURSE</b>	<b>MA.CD.</b>	<b>Cognitive Development Guidelines</b>
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<b>STRAND</b>		<b>Learning Guideline: The infant becomes aware of family and others in the community.</b>
<b>STANDARD / CONCEPT / SKILL</b>	CD.YI.	Young Infants (0-8 months)
<b>INDICATOR</b>	CD39.	The younger infant begins to recognize familiar people and places (i.e., home, grandparent's house, educator's house).
<b>EXPECTATION</b>	CD39.1.	Smile and greet familiar adults and peers happily.  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:

<b>EXPECTATION</b>	CD39.2.	Show affection to familiar adults and peers.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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<b>EXPECTATION</b>	CD39.3.	Recognize familiar adults and peers in photographs.  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment: Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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<b>FOCUS / COURSE</b>	<b>MA.CD.</b>	<b>Cognitive Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant becomes aware of family and others in the community.</b>
<b>STANDARD / CONCEPT / SKILL</b>	CD.OI.	Older Infants (6-15 months)
<b>INDICATOR</b>	CD40.	The older infant demonstrates an awareness of family characteristics.
<b>EXPECTATION</b>	CD40.2.	Look at photos of family members and smile.  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment: Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

<b>EXPECTATION</b>	CD40.3.	Name some people in family photos.  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment: Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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<b>FOCUS / COURSE</b>	<b>MA.CD.</b>	<b>Cognitive Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant becomes aware of family and others in the community.</b>
<b>STANDARD / CONCEPT / SKILL</b>	CD.OI.	Older Infants (6-15 months)
<b>INDICATOR</b>	CD41.	The older infant becomes aware of unfamiliar people and environments.

EXPECTATION	CD41.1.	<p>Begin to recognize simple differences between people (i.e. show curiosity about someone who wears glasses or touch faces or hair different from his or her own).</p> <p><u>Progress Monitoring Skills</u>  Infants: 12- Develops self-awareness:  Infants: 15- Develops relationships with adults:  Infants: 16- Develops relationships with peers:  Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p>
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EXPECTATION	CD41.2.	<p>Greet community members with interest; show curiosity for new settings when walking outside.</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: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 47- Demonstrates problem-solving skills:</p>
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EXPECTATION	CD41.3.	<p>Look at new faces solemnly, sometimes moving away and toward the educator.</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: 31- Demonstrates scientific inquiry skills:  Infants: 45- Demonstrates awareness of cause and effect:</p>
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The infant develops ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW1.	The young infant moves arms and legs unconsciously.
EXPECTATION	PW1.1.	<p>Raise head, arch back and flex legs.</p> <p><u>Progress Monitoring Skills</u>  Infants: 05- Develops gross-motor skills:</p>

FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The infant develops ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW2.	The young infant begins to use arms and legs purposefully.
EXPECTATION	PW2.1.	<p>Begin to roll over and sometimes will kick them self over.</p> <p><u>Progress Monitoring Skills</u>  Infants: 05- Develops gross-motor skills:</p>

FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The infant develops ability to move the large muscles (gross motor).

STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW3.	The young infant gains control of head and body.
EXPECTATION	PW3.1.	Support self on flexed elbows.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

EXPECTATION	PW3.2.	Lift head and chest when on stomach.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The infant develops ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW4.	The young infant demonstrates beginning coordination and balance.
EXPECTATION	PW4.1.	Sit with support.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

EXPECTATION	PW4.2.	Tummy crawl or backwards crawl.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The infant develops ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW5.	The older infant moves arms and legs unconsciously.
EXPECTATION	PW5.1.	Push up on their arms and lift head and chest, arch back when on stomach.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The infant develops ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW6.	The older infant begins to use arms and legs purposefully.
EXPECTATION	PW6.1.	Pound on things with hands and kick legs.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

EXPECTATION	PW6.2.	Rock back and forth on hands and knees.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The infant develops ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW7.	The older infant gains control of head and body.
EXPECTATION	PW7.1.	Pull self up to stand, holding on to something or someone.
		<u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

EXPECTATION	PW7.2.	Sit without support.
		<u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The infant develops ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW8.	The older infant demonstrates beginning coordination and balance.
EXPECTATION	PW8.1.	Crawl and/or walk holding on to furniture.
		<u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:

FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The infant develops ability to control and refine small muscles (fine motor).
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW9.	The young infant demonstrates strength and coordination of small motor muscles.
EXPECTATION	PW9.1.	Grasp caregiver's fingers.
		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:

EXPECTATION	PW9.2.	Respond to name by turning head towards sound.
		<u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

EXPECTATION	PW9.3.	<p>Reach consistently for toys, objects and bottles with both hands.</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:  Infants: 02- Participates in activities related to nutrition:</p>
EXPECTATION	PW9.4.	<p>Reach for toes and feet.</p> <p><u>Progress Monitoring Skills</u>  Infants: 06- Develops fine-motor skills:  Infants: 46- Uses prior knowledge to build new knowledge:</p>
EXPECTATION	PW9.5.	<p>Grab and hold soft toys with whole hand.</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>
EXPECTATION	PW9.6.	<p>Watch/suck hands and/or feet.</p> <p><u>Progress Monitoring Skills</u>  Infants: 06- Develops fine-motor skills:  Infants: 46- Uses prior knowledge to build new knowledge:</p>
<b>FOCUS / COURSE</b>	<b>MA.PW.</b>	<b>Physical Health and Well Being Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant develops ability to control and refine small muscles (fine motor).</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>PW.OI.</b>	<b>Older Infants (6-15 months)</b>
<b>INDICATOR</b>	<b>PW10.</b>	<b>The older infant demonstrates strength and coordination of small motor muscles.</b>
EXPECTATION	PW10.1.	<p>Mimic hand clapping or waving good-bye.</p> <p><u>Progress Monitoring Skills</u>  Infants: 06- Develops fine-motor skills:  Infants: 46- Uses prior knowledge to build new knowledge:</p>
EXPECTATION	PW10.2.	<p>Transfer objects from hand to hand.</p> <p><u>Progress Monitoring Skills</u>  Infants: 06- Develops fine-motor skills:  Infants: 46- Uses prior knowledge to build new knowledge:</p>
EXPECTATION	PW10.3.	<p>Pick up objects with thumb and forefinger (in pinching motion).</p> <p><u>Progress Monitoring Skills</u>  Infants: 06- Develops fine-motor skills:  Infants: 46- Uses prior knowledge to build new knowledge:</p>
EXPECTATION	PW10.4.	<p>Turn pages of large books, often turning multiple pages at the same time.</p> <p><u>Progress Monitoring Skills</u>  Infants: 23- Demonstrates awareness of print concepts :</p>

EXPECTATION	PW10.5.	Empty objects from containers.  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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EXPECTATION	PW10.6.	Make marks on paper with large drawing implements (chunky crayons).  <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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EXPECTATION	PW10.7.	Uses both hands to play with toys.  <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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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The infant develops sensorimotor skills where children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW11.	The young infant will show increased visual ability and perception.
EXPECTATION	PW11.1.	Focus eyes on near and far objects.  <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: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:

EXPECTATION	PW11.2.	Respond by turning toward sound, movement and touch.  <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: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 45- Demonstrates awareness of cause and effect: Infants: 47- Demonstrates problem-solving skills:
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
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<b>STRAND</b>		<b>Learning Guideline:</b> The infant develops sensorimotor skills where children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.
<b>STANDARD / CONCEPT / SKILL</b>	PW.YI.	Young Infants (0-8 months)
<b>INDICATOR</b>	PW12.	The young infant will show increased integration of sensory stimulation.
<b>EXPECTATION</b>	PW12.1.	Enjoy cuddling and rocking.  <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:

<b>FOCUS / COURSE</b>	<b>MA.PW.</b>	<b>Physical Health and Well Being Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline:</b> The infant develops sensorimotor skills where children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.
<b>STANDARD / CONCEPT / SKILL</b>	PW.OI.	Older Infants (6-15 months)
<b>INDICATOR</b>	PW13.	The older infant will show increased visual ability and perception.
<b>EXPECTATION</b>	PW13.1.	Move object from one hand to another.  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

<b>EXPECTATION</b>	PW13.2.	Coordinate eye and hand movements (watching and grabbing an object).  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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<b>FOCUS / COURSE</b>	<b>MA.PW.</b>	<b>Physical Health and Well Being Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline:</b> The infant develops sensorimotor skills where children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.
<b>STANDARD / CONCEPT / SKILL</b>	PW.OI.	Older Infants (6-15 months)
<b>INDICATOR</b>	PW14.	The older infant will show increased integration of sensory stimulation.
<b>EXPECTATION</b>	PW14.1.	Explore the environment with mouth and hands.  <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:

		<p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
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EXPECTATION	PW14.2.	<p>Calm with adult assistance.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 14- Demonstrates self-control:</p> <p>Infants: 15- Develops relationships with adults:</p>
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EXPECTATION	PW14.3.	<p>Explore and notice different surface textures (rough surfaces, soft cushions).</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: 47- Demonstrates problem-solving skills:</p>
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EXPECTATION	PW14.4.	<p>Notice loud and soft sounds in the environment.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
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<b>FOCUS / COURSE</b>	<b>MA.PW.</b>	<b>Physical Health and Well Being Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant develops skills that will develop into healthy practices for life.</b>
<b>STANDARD / CONCEPT / SKILL</b>	PW.YI.	Young Infants (0-8 months)
<b>INDICATOR</b>	PW15.	The young infant demonstrates the stamina and energy to participate in daily activities.
EXPECTATION	PW15.1.	<p>Show alertness during waking periods.</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>

EXPECTATION	PW15.2.	<p>Make facial expressions.</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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<b>FOCUS / COURSE</b>	<b>MA.PW.</b>	<b>Physical Health and Well Being Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant develops skills that will develop into healthy practices for life.</b>

STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW16.	The young infant engages in a variety of physical activities.
EXPECTATION	PW16.2.	Stiffen body and relax.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

EXPECTATION	PW16.3.	Wiggle trunk or core body.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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EXPECTATION	PW16.4.	Move arms and legs both purposefully and reflexively.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The infant develops skills that will develop into healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW17.	The older infant demonstrates personal health and hygiene skills.
EXPECTATION	PW17.2.	Indicate needs and wants such as hunger or a dirty diaper in a variety of ways.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:

EXPECTATION	PW17.3.	Indicate anticipation of feeding on seeing breast, bottle or food through eyes widening or arm movements.  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The infant develops skills that will develop into healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW18.	The older infant demonstrates the stamina and energy to participate in daily activities and engages in a variety of physical activities.
EXPECTATION	PW18.1.	Sleep less during the day.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

EXPECTATION	PW18.2.	Sustain physical activity such as for at least three to five minutes at a time (recognizing the unique capabilities of the child).  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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EXPECTATION	PW18.3.	Initiate play, exploring and interacting with the environment.  <u>Progress Monitoring Skills</u>
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		Infants: 01-Practices healthy and safe habits: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:
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EXPECTATION	PW18.4.	Move body purposefully: rolling, crawling, or walking.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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<b>FOCUS / COURSE</b>	<b>MA.PW.</b>	<b>Physical Health and Well Being Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant develops skills that will develop into healthy practices for life.</b>
<b>STANDARD / CONCEPT / SKILL</b>	PW.OI.	Older Infants (6-15 months)
<b>INDICATOR</b>	PW19.	The older infant practices basic personal care routines.
<b>EXPECTATION</b>	PW19.1.	Assist caregiver with holding bottle.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:

EXPECTATION	PW19.2.	Demonstrate increasing ability to self-soothe and fall asleep.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 14- Demonstrates self-control:
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<b>FOCUS / COURSE</b>	<b>MA.PW.</b>	<b>Physical Health and Well Being Development Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant gains control over their movements as they reach out, grasp, and release objects.</b>
<b>STANDARD / CONCEPT / SKILL</b>	PW.YI.	Young Infants (0-8 months)
<b>INDICATOR</b>	PW20.	The young infant develops eye-hand coordination and more intentional hand control.
<b>EXPECTATION</b>	PW20.1.	Follow a moving object with their eyes.  <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: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:

EXPECTATION	PW20.2.	Reach, grasp and put objects in mouth.  <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: 10- Engages in a progression of individualized and imaginative play: Infants: 31- Demonstrates scientific inquiry skills:
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The infant gains control over their movements as they reach out, grasp, and release objects.
STANDARD / CONCEPT / SKILL	PW.YI.	Young Infants (0-8 months)
INDICATOR	PW21.	The young infant grasps a variety of objects for eating and playing in his/her environment, with and without handles, such as blocks, spoons, markers, etc.
EXPECTATION	PW21.1.	Bring hands together at the middle of their bodies.  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

EXPECTATION	PW21.2.	Hold toys with both hands.  <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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EXPECTATION	PW21.3.	Use a fist grasp to hold onto a blocks, spoon or marker (early writing).  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition: Infants: 24- Uses writing for variety of purposes
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The infant gains control over their movements as they reach out, grasp, and release objects.
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)
INDICATOR	PW22.	The older infant develops eye-hand coordination and more intentional hand control.
EXPECTATION	PW22.1.	Pass objects from one hand to the other.  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

EXPECTATION	PW22.2.	Mimic hand clapping and waving bye-bye.  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The infant gains control over their movements as they reach out, grasp, and release objects.
STANDARD / CONCEPT / SKILL	PW.OI.	Older Infants (6-15 months)



INDICATOR	PW23.	The older infant grasps a variety of objects for eating and play in his/her environment, with and without handles, such as blocks, spoons, markers, etc.
EXPECTATION	PW23.1.	Pick up and drop items.  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
EXPECTATION	PW23.2.	Carry baskets or items with handles.  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
EXPECTATION	PW23.3.	Squeeze objects.  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
EXPECTATION	PW23.4.	Uses pincer grasp to pick up small objects like Cheerios.  <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:
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The infant shows eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	AL.YI.	Young Infants (0-8 months)
INDICATOR	AL1.	The young infant shows curiosity by exploring with the senses.
EXPECTATION	AL1.1.	Feel and react to different textures.  <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:
EXPECTATION	AL1.2.	React to different tastes, like change in formula, or breast milk in a bottle, or first taste of cereal or fruit.

		<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: 10- Engages in a progression of individualized and imaginative play: Infants: 31- Demonstrates scientific inquiry skills:
EXPECTATION	AL1.3.	Explore toys with all senses.  <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:
EXPECTATION	AL1.4.	Explore hands and feet and faces, watching, tasting, touching.  <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: 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: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 45- Demonstrates awareness of cause and effect: Infants: 47- Demonstrates problem-solving skills:
EXPECTATION	AL1.5.	Bang blocks on high chair.  <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:
EXPECTATION	AL1.6.	Extend arms out to lift their head and chest to see further.  <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: 29- Explores, recognizes, and describes spatial relationships between objects: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:
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FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The infant shows eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	AL.YI.	Young Infants (0-8 months)
INDICATOR	AL2.	The young infant reacts to new voices or sounds.
EXPECTATION	AL2.1.	Become more active or quieter.  <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:

EXPECTATION	AL2.2.	React to voices and sounds by turning head or changing facial expression.  <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:
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EXPECTATION	AL2.4.	Gaze attentively to people talking.  <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:
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FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The infant shows eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	AL.OI.	Older Infants (6-15 months)
INDICATOR	AL3.	The older infant shows curiosity by exploring with the senses.
EXPECTATION	AL3.1.	Watch adults and children intently.  <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	AL3.2.	Experiment with the feel and tastes of different foods.  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
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EXPECTATION	AL3.3.	Notice smells in the environment.  <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
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EXPECTATION	AL3.4.	Look around to identify source of sounds.  <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
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EXPECTATION	AL3.5.	Show caution or fear toward unfamiliar people.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:
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FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The infant shows eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	AL.OI.	Older Infants (6-15 months)
INDICATOR	AL4.	The older infant reacts to new voices or sounds.
EXPECTATION	AL4.1.	Explore spatial relationships (i.e. try to fit their body into a box).  <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:

EXPECTATION	AL4.2.	Venture out using motor skills to explore 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:
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FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The infant becomes intentional and persistent.
STANDARD / CONCEPT / SKILL	AL.YI.	Young Infants (0-8 months)
INDICATOR	AL5.	The young infant pays attention and tries to reproduce interesting and pleasurable effects and events.
EXPECTATION	AL5.1.	Grasp an object, release it, re-grasp it, and re-release it.  <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:
EXPECTATION	AL5.2.	Kick or swat a mobile.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
EXPECTATION	AL5.3.	Consistently reach for toys and books.  <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:
EXPECTATION	AL5.4.	Explore books repeatedly with hands, mouth, and eyes.  <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :
EXPECTATION	AL5.5.	Explore a face, toy, or rattle for a period 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: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
EXPECTATION	AL5.6.	Tracks an object.  <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: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The infant becomes intentional and persistent.
STANDARD / CONCEPT / SKILL	AL.YI.	Young Infants (0-8 months)
INDICATOR	AL6.	The young infant behaves in consistent ways to elicit desired response.

EXPECTATION	AL6.1.	Engage adults in interactions.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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EXPECTATION	AL6.2.	Stare at educator for a reaction.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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EXPECTATION	AL6.3.	Direct attention toward an object by reaching.  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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EXPECTATION	AL6.4.	Lift their arms to be picked up.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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EXPECTATION	AL6.5.	Produce different cries to indicate hunger, diaper change, cold/hot, overstimulation.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
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FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The infant becomes intentional and persistent.
STANDARD / CONCEPT / SKILL	AL.YI.	Young Infants (0-8 months)
INDICATOR	AL7.	The young infant shows a willingness to overcome frustration when faced with initial failure.
EXPECTATION	AL7.1.	Try several times to reach a desired object.  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

EXPECTATION	AL7.2.	Keep trying to roll over or sit up despite repeated failure.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The infant becomes intentional and persistent.
STANDARD / CONCEPT / SKILL	AL.OI.	Older Infants (6-15 months)
INDICATOR	AL8.	The older infant pays attention and tries to reproduce interesting and pleasurable effects and events.
EXPECTATION	AL8.1.	Manipulate objects that give responses (busy box, jack in the box).  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:

EXPECTATION	AL8.3.	Express a desire to feed himself.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
EXPECTATION	AL8.4.	Play with a variety of sensory materials.  <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:
EXPECTATION	AL8.5.	Pretend to talk on the telephone.  <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:
EXPECTATION	AL8.6.	Pretend to give a doll a bottle.  <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:
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The infant becomes intentional and persistent.
STANDARD / CONCEPT / SKILL	AL.OI.	Older Infants (6-15 months)
INDICATOR	AL9.	The older infant behaves in consistent ways to elicit desired response.
EXPECTATION	AL9.2.	Repeat filling and dumping over and over.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression: Infants: 45- Demonstrates awareness of cause and effect:
EXPECTATION	AL9.3.	Sustain longer periods of attention.  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
EXPECTATION	AL9.4.	Want to hear the same book or song over and over  <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>
EXPECTATION	AL9.5.	<p>Try to imitate educator's words.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
EXPECTATION	AL9.7.	<p>Persist in finding favorite toy.</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>
<b>FOCUS / COURSE</b>	<b>MA.AL.</b>	<b>Approaches to Learning Guidelines</b>
<b>STRAND</b>		<b>Learning Guideline: The infant becomes intentional and persistent.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>AL.OI.</b>	<b>Older Infants (6-15 months)</b>
<b>INDICATOR</b>	<b>AL10.</b>	The older infant shows a willingness to overcome frustration when faced with initial failure.
EXPECTATION	AL10.1.	<p>Walk, fall down, and get back up several times.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 16- Develops relationships with peers:</p>
EXPECTATION	AL10.3.	<p>May become frustrated and visibly upset when her desired goal is not achieved.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 16- Develops relationships with peers:</p>