



# Curriculum Alignment with

## Maryland Early Learning Standards

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

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.RL.</b>	<b>Reading Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.RL.3.</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of text.
<b>OBJECTIVE</b>	<b>LL.RL.3.1.</b>	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people).  <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.RL.</b>	<b>Reading Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.RL.7.</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>OBJECTIVE</b>	<b>LL.RL.7.1.</b>	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people).  <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.RI.</b>	<b>Reading Informational Text</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.RI.3.</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of text. <b>Story/Text Comprehension:</b>
<b>OBJECTIVE</b>	<b>LL.RI.3.1.</b>	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people).  <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.RI.</b>	<b>Reading Informational Text</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.RI.7.</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>OBJECTIVE</b>	<b>LL.RI.7.1.</b>	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people).  <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.RF.</b>	<b>Reading Foundational Skills</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.RF.1.</b>	Demonstrate understanding of the organization and basic features of print.
<b>OBJECTIVE</b>	<b>LL.RF.1.1.</b>	Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).

		<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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<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.RF.</b>	<b>Reading Foundational Skills</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.RF.2.</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>OBJECTIVE</b>	<b>LL.RF.2.1.</b>	Recognize and react to the sounds of language (e.g., point or make sounds when looking at books; enjoy, and occasionally join in simple songs).  <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: 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:

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.RF.</b>	<b>Reading Foundational Skills</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.RF.3.</b>	Know and apply grade- level phonics and word analysis skills in decoding words.
<b>OBJECTIVE</b>	<b>LL.RF.3.1.</b>	Recognize and react to the sounds of language (e.g., point or make sounds when looking at books, move rhythmically to familiar songs).  <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: Infants: 41- Participates in dance to express creativity:

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.RF.</b>	<b>Reading Foundational Skills</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.RF.4.</b>	Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.
<b>OBJECTIVE</b>	<b>LL.RF.4.1.</b>	Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., listen quietly to the story, and ask for it to be read again; learn some simple words and phrases from rhymes that are heard repeatedly).  <u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

		<p>Infants: 20- Uses increasingly complex spoken language:</p> <p>Infants: 21- Acquires meaning from a variety of materials read to him/her:</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p>
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<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.W.</b>	<b>Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.W.1.</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>OBJECTIVE</b>	<b>LL.W.1.1.</b>	<p>Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 24- Uses writing for variety of purposes</p> <p>Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.W.</b>	<b>Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.W.2.</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>OBJECTIVE</b>	<b>LL.W.2.1.</b>	<p>Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 24- Uses writing for variety of purposes</p> <p>Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.W.</b>	<b>Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.W.3.</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>OBJECTIVE</b>	<b>LL.W.3.1.</b>	<p>Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 24- Uses writing for variety of purposes</p> <p>Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.W.</b>	<b>Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.W.4.</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>OBJECTIVE</b>	<b>LL.W.4.1.</b>	<p>Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 24- Uses writing for variety of purposes</p>

		Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.SL.</b>	<b>Speaking &amp; Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.SL.1.</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>OBJECTIVE</b>	<b>LL.SL.1.1.</b>	<p>Communicate using consistent sounds, words, and gestures (e.g., use single words such as "no" and "bye" appropriately, shake head yes when asked, "Are you ready to go outside?").</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>

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.SL.</b>	<b>Speaking &amp; Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.SL.2.</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>OBJECTIVE</b>	<b>LL.SL.2.1.</b>	<p>Show more interest in speech (e.g., respond to one step direction such as "Come to mommy," point to the cat in a book when you say, "Where is the cat?").</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 13- Engages in self-expression:  Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:  Infants: 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:</p>

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.SL.</b>	<b>Speaking &amp; Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.SL.3.</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>OBJECTIVE</b>	<b>LL.SL.3.1.</b>	<p>Communicate using consistent sounds, words, and gestures (e.g., try to mimic words when prompted, begin to put two words together in a phrase).</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:</p>

		<p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>
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<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.SL.</b>	<b>Speaking &amp; Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.SL.4.</b>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>OBJECTIVE</b>	<b>LL.SL.4.1.</b>	<p>Communicate using consistent sounds, words, and gestures (e.g., start to put words together in phrases such as “ma-ma bye bye”).</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: 20- Uses increasingly complex spoken language:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.SL.</b>	<b>Speaking &amp; Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.SL.5.</b>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>OBJECTIVE</b>	<b>LL.SL.5.1.</b>	<p>Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., begin to participate in songs and rhymes by smiling, clapping, or making noise.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 25- Organizes, represents, and builds knowledge of quantity and number:</p> <p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.SL.</b>	<b>Speaking &amp; Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.SL.6.</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

OBJECTIVE	LL.SL.6.1.	<p>Communicate using consistent sounds, words, and gestures (e.g., get upset when adults don't understand what he says, begin to put two words together into a phrase).</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: 20- Uses increasingly complex spoken language:  Infants: 45- Demonstrates awareness of cause and effect:</p>
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STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.L.	Language
INDICATOR / PROFICIENCY LEVEL	LL.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	LL.L.1.1.	<p>Start to understand and use common rules of speech (e.g., use simple gestures such as shaking head for "no" or waving "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>

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.L.	Language
INDICATOR / PROFICIENCY LEVEL	LL.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	LL.L.2.1.	<p>Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).</p> <p><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:</p>

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.L.	Language
INDICATOR / PROFICIENCY LEVEL	LL.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	LL.L.3.1.	<p>Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., learn new words and phrases from those frequently used by the adults and children around him).</p> <p><u>Progress Monitoring Skills</u></p>

		<p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> <p>Infants: 20- Uses increasingly complex spoken language:</p>
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<b>STRAND / TOPIC / STANDARD</b>	<b>MD.LL.</b>	<b>Language &amp; Literacy</b>
<b>TOPIC / INDICATOR</b>	<b>LL.L.</b>	<b>Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>LL.L.4.</b>	<p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<b>OBJECTIVE</b>	<b>LL.L.4.1.</b>	<p>Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., learn new words and phrases from those frequently used by the adults and children around him).</p> <p><u>Progress Monitoring Skills</u>            Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:            Infants: 20- Uses increasingly complex spoken language:</p>

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.M.</b>	<b>Mathematics</b>
<b>TOPIC / INDICATOR</b>	<b>M.G.</b>	<b>Geometry</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>M.G.1.</b>	Identify and describe shapes/reason with shapes and their attributes.
<b>OBJECTIVE</b>	<b>M.G.1.1.</b>	<p>Use objects and toys more purposefully, exploring cause and effect relationships (e.g., put round shapes into the round holes more accurately).</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:            Infants: 45- Demonstrates awareness of cause and effect:</p>

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SS.</b>	<b>Social Studies</b>
<b>TOPIC / INDICATOR</b>	<b>SS.1.</b>	<b>Political Science</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SS.1.1.</b>	Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
<b>OBJECTIVE</b>	<b>SS.1.1.1.</b>	<p>Gain in self-control and regulation (e.g., stop hitting another child when you say the child's name, allow another child to use a favored toy).</p> <p><u>Progress Monitoring Skills</u>            Infants: 09- Demonstrates self-control:            Infants: 14- Demonstrates self-control:</p>

<b>OBJECTIVE</b>	<b>SS.1.1.2.</b>	<p>Rely on trusted adults to feel safe trying new activities (e.g., look to you for reassurance, for example, a word, a smile or a gesture).</p> <p><u>Progress Monitoring Skills</u>            Infants: 15- Develops relationships with adults:</p>
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<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SS.</b>	<b>Social Studies</b>
<b>TOPIC / INDICATOR</b>	<b>SS.2.</b>	<b>Peoples of the Nation and the World</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SS.2.1.</b>	Students will understand how people in Maryland, the United States and around the world are alike and different.
<b>OBJECTIVE</b>	<b>SS.2.1.1.</b>	<p>Begin to be aware of the feelings of other children (e.g., think that other children would like the same games or food as he does, look sad or worried when another child is in distress and seek comfort from either a caregiver or cuddly toy).</p> <p><u>Progress Monitoring Skills</u>  Infants: 16- Develops relationships with peers:</p>

<b>OBJECTIVE</b>	<b>SS.2.1.2.</b>	<p>Interact with other children (e.g., choose to play in the same area as another child, offer a toy to another child, but show distress when he takes 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 / TOPIC / STANDARD</b>	<b>MD.S.</b>	<b>Science</b>
<b>TOPIC / INDICATOR</b>	<b>S.1.</b>	<b>Skills &amp; Processes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>S.1.1.</b>	Students will demonstrate the thinking and acting inherent in the practice of science.
<b>OBJECTIVE</b>	<b>S.1.1.1.</b>	<p>Use his senses to investigate the world around him, including solving problems (e.g., dump and fill objects, stack and knock down big blocks, push and pull a wagon, watching the wheels turn when trying different tactics to move it).</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:  Infants: 08- Demonstrates interest and curiosity:  Infants: 27- Explores and communicates about distance, weight, length, height, and time:  Infants: 30- Explores, recognizes, and describes shapes and shape concepts:  Infants: 31- Demonstrates scientific inquiry skills:  Infants: 34- Demonstrates knowledge related to physical science:  Infants: 47- Demonstrates problem-solving skills:</p>

<b>OBJECTIVE</b>	<b>S.1.1.2.</b>	<p>Use objects and toys more purposefully, exploring cause and effect relationships (e.g., roll a ball back and forth with an adult).</p> <p><u>Progress Monitoring Skills</u>  Infants: 29- Explores, recognizes, and describes spatial relationships between objects:  Infants: 45- Demonstrates awareness of cause and effect:  Infants: 46- Uses prior knowledge to build new knowledge:</p>
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<b>OBJECTIVE</b>	<b>S.1.1.3.</b>	<p>Look at the correct picture or object when it is named (e.g., identify objects, body parts, and people).</p> <p><u>Progress Monitoring Skills</u></p>
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		Infants: 33- Demonstrates knowledge related to living things and their environment:
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OBJECTIVE	S.1.1.4.	Use object and toys more purposefully.  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:
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STRAND / TOPIC / STANDARD	MD.H.	Health
TOPIC / INDICATOR	H.1.	Safety & Injury Prevention
INDICATOR / PROFICIENCY LEVEL	H.1.1.	Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.
OBJECTIVE	H.1.1.1.	Rely on trusted adults to feel safe trying new activities (e.g., show with words and gestures that he wants a trusted adult to be near him).  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

STRAND / TOPIC / STANDARD	MD.PE.	Physical Education
TOPIC / INDICATOR	PE.1.	Skillfulness
INDICATOR / PROFICIENCY LEVEL	PE.1.1.	Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.
OBJECTIVE	PE.1.1.1.	Move constantly, showing increasing large muscle control (e.g., walk more than he crawls and pull a toy behind him as he walks, or push a toy in front of him).  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

STRAND / TOPIC / STANDARD	MD.PE.	Physical Education
TOPIC / INDICATOR	PE.2.	Biomechanical Principles
INDICATOR / PROFICIENCY LEVEL	PE.2.1.	Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.
OBJECTIVE	PE.2.1.1.	Perform more complex movements with his arms and legs (e.g., walk more than he crawls and pull a toy behind him as he walks or push a toy in front of him).  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

STRAND / TOPIC / STANDARD	MD.FA.	Fine Arts
TOPIC / INDICATOR	FA.1.	Dance: Perceiving, Performing, and Responding
INDICATOR / PROFICIENCY LEVEL	FA.1.1.	Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.

OBJECTIVE	FA.1.1.1.	Recognize and react to the sounds of language (e.g., move rhythmically to familiar songs).  <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity:
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STRAND / TOPIC / STANDARD	MD.FA.	Fine Arts
TOPIC / INDICATOR	FA.2.	Music: Perceiving, Performing, and Responding
INDICATOR / PROFICIENCY LEVEL	FA.2.1.	Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.
OBJECTIVE	FA.2.1.1.	Recognize and react to the sounds of language (e.g., move rhythmically to familiar songs).  <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: 41- Participates in dance to express creativity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:

STRAND / TOPIC / STANDARD	MD.FA.	Fine Arts
TOPIC / INDICATOR	FA.3.	Theatre: Perceiving and Responding
INDICATOR / PROFICIENCY LEVEL	FA.3.1.	Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.
OBJECTIVE	FA.3.1.1.	Show an increasing ability to remember and participate in imitative play (e.g., imitate the actions of an adult such as turning a steering wheel in a play car).  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 15- Develops relationships with adults: Infants: 44- Uses dramatic play to express creativity: Infants: 46- Uses prior knowledge to build new knowledge:

STRAND / TOPIC / STANDARD	MD.FA.	Fine Arts
TOPIC / INDICATOR	FA.4.	Theatre: Creative Expression and Production
INDICATOR / PROFICIENCY LEVEL	FA.4.1.	Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.
OBJECTIVE	FA.4.1.1.	Show an increasing ability to remember and participate in imitative play (e.g., imitate the actions of an adult such as turning a steering wheel in a play car).  <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:

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.FA.</b>	<b>Fine Arts</b>
<b>TOPIC / INDICATOR</b>	<b>FA.5.</b>	<b>Visual Arts: Perceiving and Responding</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>FA.5.1.</b>	<b>Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.</b>
<b>OBJECTIVE</b>	<b>FA.5.1.1.</b>	<p>Use his senses to investigate the world around him, including solving problems (e.g., push, poke, squeeze, pat and sniff the play dough as he explores how it feels and smells).</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:  Infants: 08- Demonstrates interest and curiosity:  Infants: 27- Explores and communicates about distance, weight, length, height, and time:  Infants: 30- Explores, recognizes, and describes shapes and shape concepts:  Infants: 31- Demonstrates scientific inquiry skills:  Infants: 47- Demonstrates problem-solving skills:</p>

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SF.</b>	<b>Social Foundations</b>
<b>TOPIC / INDICATOR</b>	<b>SF.1.</b>	<b>Social Emotional Regulation</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SF.1.1.</b>	<b>Demonstrates healthy self-confidence.</b>
<b>OBJECTIVE</b>	<b>SF.1.1.1.</b>	<p>Gain in self-control/regulation.</p> <p><u>Progress Monitoring Skills</u>  Infants: 09- Demonstrates self-control:  Infants: 14- Demonstrates self-control:</p>

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SF.</b>	<b>Social Foundations</b>
<b>TOPIC / INDICATOR</b>	<b>SF.1.</b>	<b>Social Emotional Regulation</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SF.1.2.</b>	<b>Initiates and maintains relations.</b>
<b>OBJECTIVE</b>	<b>SF.1.2.1.</b>	<p>Begin to express a variety of feelings.</p> <p><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:</p>

<b>OBJECTIVE</b>	<b>SF.1.2.2.</b>	<p>Interact with other children.</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 / TOPIC / STANDARD</b>	<b>MD.SF.</b>	<b>Social Foundations</b>
<b>TOPIC / INDICATOR</b>	<b>SF.2.</b>	<b>Approaches to Learning &amp; Executive Functioning</b>

INDICATOR / PROFICIENCY LEVEL	SF.2.1.	Self-regulation/inhibitory control
OBJECTIVE	SF.2.1.1.	Gain in self-control/regulation.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:

STRAND / TOPIC / STANDARD	MD.SF.	Social Foundations
TOPIC / INDICATOR	SF.2.	Approaches to Learning & Executive Functioning
INDICATOR / PROFICIENCY LEVEL	SF.2.2.	Working Memory
OBJECTIVE	SF.2.2.1.	Use objects and toys more purposefully.  <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:

STRAND / TOPIC / STANDARD	MD.SF.	Social Foundations
TOPIC / INDICATOR	SF.2.	Approaches to Learning & Executive Functioning
INDICATOR / PROFICIENCY LEVEL	SF.2.3.	Cognitive Flexibility
OBJECTIVE	SF.2.3.1.	Interact with other children.  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:

OBJECTIVE	SF.2.3.2.	Begin to express a variety of feelings.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
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STRAND / TOPIC / STANDARD	MD.SF.	Social Foundations
TOPIC / INDICATOR	SF.2.	Approaches to Learning & Executive Functioning
INDICATOR / PROFICIENCY LEVEL	SF.2.4.	Understanding & complying with classroom rules, routines, & expectations.
OBJECTIVE	SF.2.4.1.	Gain in self-control/regulation.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:

OBJECTIVE	SF.2.4.2.	Rely on trusted adults to feel safe trying new activities.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SF.</b>	<b>Social Foundations</b>
<b>TOPIC / INDICATOR</b>	<b>SF.2.</b>	<b>Approaches to Learning &amp; Executive Functioning</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SF.2.5.</b>	<b>Demonstrates cognitive flexibility—Understands symbolic representation</b>
<b>OBJECTIVE</b>	<b>SF.2.5.1.</b>	<p>Explore drawing, painting and writing as a way of communicating.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 24- Uses writing for variety of purposes</p> <p>Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>

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