



Curriculum Alignment with

Maryland Early Learning Standards

Grade: **Ages 13 to 24 months** - Adopted: **2015**

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.RL.	Reading Literature
INDICATOR / PROFICIENCY LEVEL	LL.RL.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	LL.RL.1.1.	Show comprehension by demonstrating understanding of text during and after reading (e.g., answer simple questions about a story). <u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.RL.	Reading Literature
INDICATOR / PROFICIENCY LEVEL	LL.RL.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	LL.RL.2.1.	Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a story while it is being read). <u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.RL.	Reading Literature
INDICATOR / PROFICIENCY LEVEL	LL.RL.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	LL.RL.3.1.	Demonstrate vocabulary and comprehension by listening with interest and displaying understanding (e.g., perform an action shown in a book). <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on

		the characteristics of a character or animal as part of a group 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words
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STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.RL.	Reading Literature
INDICATOR / PROFICIENCY LEVEL	LL.RL.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	LL.RL.4.1.	Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in a book, and describe actions). <u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.RL.	Reading Literature
INDICATOR / PROFICIENCY LEVEL	LL.RL.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	LL.RL.5.1.	Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials). <u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.RL.	Reading Literature
INDICATOR / PROFICIENCY LEVEL	LL.RL.6.	Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	LL.RL.6.1.	Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials). <u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted

		<p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
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STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.RL.	Reading Literature
INDICATOR / PROFICIENCY LEVEL	LL.RL.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	LL.RL.7.1.	<p>Recognize that symbols have corresponding meaning (e.g., find favorite cereal by the picture on a box).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.RL.	Reading Literature
INDICATOR / PROFICIENCY LEVEL	LL.RL.8.	Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	LL.RL.8.1.	<p>Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a story while you are reading).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p>

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.RI.	Reading Informational Text
INDICATOR / PROFICIENCY LEVEL	LL.RI.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of text. Story/Text Comprehension:
OBJECTIVE	LL.RI.3.1.	<p>Demonstrate vocabulary and comprehension by listening with interest and displaying understanding (e.g., perform an action shown in a book).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring</p>

		<p>Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.RI.	Reading Informational Text
INDICATOR / PROFICIENCY LEVEL	LL.RI.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	LL.RI.4.1.	<p>Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in a book, and describe actions).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.RI.	Reading Informational Text
INDICATOR / PROFICIENCY LEVEL	LL.RI.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	LL.RI.5.1.	<p>Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p>

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.RI.	Reading Informational Text
INDICATOR / PROFICIENCY LEVEL	LL.RI.6.	Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	LL.RI.6.1.	Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials).

		<p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
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STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.RI.	Reading Informational Text
INDICATOR / PROFICIENCY LEVEL	LL.RI.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	LL.RI.7.1.	<p>Recognize that symbols have corresponding meaning (e.g., find favorite cereal by the picture on a box).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.RF.	Reading Foundational Skills
INDICATOR / PROFICIENCY LEVEL	LL.RF.1.	Demonstrate understanding of the organization and basic features of print.
OBJECTIVE	LL.RF.1.1.	<p>Recognize that symbols have corresponding meaning (e.g., put toys away in correctly labeled bins or shelves).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
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TOPIC / INDICATOR	LL.RF.	Reading Foundational Skills
INDICATOR / PROFICIENCY LEVEL	LL.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
OBJECTIVE	LL.RF.2.1.	<p>Become aware of the sounds of spoken language (e.g., sing simple and familiar songs with a group or individually, identify environmental sounds such as a doorbell, fire engine, or water running).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.RF.	Reading Foundational Skills
INDICATOR / PROFICIENCY LEVEL	LL.RF.3.	Know and apply grade- level phonics and word analysis skills in decoding words.
OBJECTIVE	LL.RF.3.1.	<p>Recognize that symbols have corresponding meaning (e.g., use the stop sign in play with a car set, recognize familiar symbols such as hospital or library).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.RF.	Reading Foundational Skills
INDICATOR / PROFICIENCY LEVEL	LL.RF.4.	Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	LL.RF.4.1.	Begin to develop fluency by imitative reading (e.g., ask for the same favorite book over and over again, recite a familiar nursery rhyme,

		<p>poem or finger play with expression).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
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STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.W.	Writing
INDICATOR / PROFICIENCY LEVEL	LL.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	LL.W.1.1.	<p>Recognize that drawings, paintings and writing are meaningful representations (e.g., pretend to write a letter by scribbling on a paper and “reading” it out loud).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.W.	Writing
INDICATOR / PROFICIENCY LEVEL	LL.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	LL.W.2.1.	<p>Recognize that drawings, paintings and writing are meaningful representations (e.g., paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.W.	Writing

INDICATOR / PROFICIENCY LEVEL	LL.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	LL.W.3.1.	Recognize that drawings, paintings and writing are meaningful representations (e.g., intentionally make a mark on a piece of paper). <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.W.	Writing
INDICATOR / PROFICIENCY LEVEL	LL.W.4.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	LL.W.4.1.	Recognize that drawings, paintings and writing are meaningful representations (e.g., make a picture of with lines coming out of the bottom and sides of a circle and tell you that it is him). <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.SL.	Speaking & Listening
INDICATOR / PROFICIENCY LEVEL	LL.SL.1.	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.
OBJECTIVE	LL.SL.1.1.	Enter into a conversation (e.g., repeat what has just been said, or make up a story to be part of the conversation; interrupt or talk over other people's conversation). <u>Progress Monitoring Skills</u> 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.SL.	Speaking & Listening
INDICATOR / PROFICIENCY LEVEL	LL.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	LL.SL.2.1.	Use words and some common rules of speech to express ideas and thoughts (e.g., ask questions about the story as well as naming objects). <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.SL.	Speaking & Listening
INDICATOR / PROFICIENCY LEVEL	LL.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	LL.SL.3.1.	<p>Demonstrate active listening strategies (e.g., listen for short periods of time, begin to ask questions).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p>

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.SL.	Speaking & Listening
INDICATOR / PROFICIENCY LEVEL	LL.SL.4.	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.
OBJECTIVE	LL.SL.4.1.	<p>Use words and some common rules of speech to express ideas and thoughts (e.g., use descriptive language to tell you what he wants).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.SL.	Speaking & Listening
INDICATOR / PROFICIENCY LEVEL	LL.SL.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	LL.SL.5.1.	<p>Recognize that drawings, paintings and writing are meaningful representations (e.g., paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>

STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.SL.	Speaking & Listening

INDICATOR / PROFICIENCY LEVEL	LL.SL.6.	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>Use words and some common rules of speech to express ideas and thoughts (e.g., speak clearly enough to be understood without mumbling or running sounds together).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</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>Recognize that drawings, paintings and writing are meaningful representations (e.g., pretend to write a letter by scribbling on a paper and “reading” it out loud).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</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>Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in the books read, and describe actions, repeat words heard in the environment).</p> <p><u>Progress Monitoring Skills</u></p>

		<p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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STRAND / TOPIC / STANDARD	MD.LL.	Language & Literacy
TOPIC / INDICATOR	LL.L.	Language
INDICATOR / PROFICIENCY LEVEL	LL.L.4.	<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>
OBJECTIVE	LL.L.4.1.	<p>Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in the books read, and describe actions, repeat words heard in the environment).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

STRAND / TOPIC / STANDARD	MD.M.	Mathematics
TOPIC / INDICATOR	M.G.	Geometry
INDICATOR / PROFICIENCY LEVEL	M.G.1.	<p>Identify and describe shapes/reason with shapes and their attributes.</p>
OBJECTIVE	M.G.1.1.	<p>Show interest in concepts, such as matching and sorting according to color, shape and size (e.g., can match the colors and shapes in a matching puzzle).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns :</p>

		<p>Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.1.	Political Science
INDICATOR / PROFICIENCY LEVEL	SS.1.1.	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.
OBJECTIVE	SS.1.1.1.	<p>Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating class rules, accept the consequences of his actions, and say, "I'm sorry" when prompted).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>

OBJECTIVE	SS.1.1.2.	<p>Show increasing self-regulation (e.g., gain control of emotions with help of trusted adult or comfort item, begin to wait turn for juice or snack).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p>
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OBJECTIVE	SS.1.1.3.	<p>Continue to need the adult approval but show more independence (get up from the lunch table after a few bites, following mom as she leaves the room, then returning after knowing what she is doing).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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STRAND / TOPIC / STANDARD	MD.SS.	Social Studies
TOPIC / INDICATOR	SS.2.	Peoples of the Nation and the World
INDICATOR / PROFICIENCY LEVEL	SS.2.1.	Students will understand how people in Maryland, the United States and around the world are alike and different.
OBJECTIVE	SS.2.1.1.	<p>Show more awareness of the feelings of another child (e.g., feel and express remorse by saying “I sorry” after accidentally knocking another child down, comfort another child who may be upset by patting or hugging the child).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>

OBJECTIVE	SS.2.1.2.	<p>Play alongside other children (e.g., need adult help to resolve conflicts, have short periods of play with other children, but mostly play beside them).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 11- Demonstrates a cooperative and flexible</p>
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		<p>approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
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STRAND / TOPIC / STANDARD	MD.S.	Science
TOPIC / INDICATOR	S.1.	Skills & Processes
INDICATOR / PROFICIENCY LEVEL	S.1.1.	Students will demonstrate the thinking and acting inherent in the practice of science.
OBJECTIVE	S.1.1.1.	<p>Explore new ways to do things (e.g., use a spoon to dig in the garden, try to move the large toy car on the playground by pushing it, but then decide to try pulling it instead).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

OBJECTIVE	S.1.1.2.	<p>Seek information through observation, exploration and descriptive investigations (e.g., use senses to observe and gather information, want to pick up interesting things found on a walk, use tools for investigation).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p> <p>12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>
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OBJECTIVE	S.1.1.4.	<p>Show interest in concepts, such as matching and sorting according to color, shape and size (e.g., group items of similar colors, compare the color of his toy car to that of another child).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 27- Explores and communicates about distance,</p>
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		<p>weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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OBJECTIVE	S.1.1.5.	<p>Use imagination, memory and reasoning to plan and make things happen (e.g., put a cushion sideways on the couch and pretend to be daddy driving to work, tell his caregiver that he is going to be a firefighter before going to the dramatic play area).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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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.	<p>Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating class rules).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>
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STRAND / TOPIC / STANDARD	MD.H.	Health
TOPIC / INDICATOR	H.2.	Disease & Prevention
INDICATOR / PROFICIENCY LEVEL	H.2.1.	Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.
OBJECTIVE	H.2.1.1.	<p>Enjoy doing for himself whatever he thinks he can do (e.g., perform at least some skills involved in using the toilet, such as pulling up his own pants afterwards and wash his hands and use a towel to dry them).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>

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.	<p>Use his whole body to develop spatial awareness (e.g., walk around a circle holding hands with other children and push himself on riding toys).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body</p>

		fits and moves through space 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance
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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.	Use his whole body to develop spatial awareness (e.g., walk around in a circle holding hands with other children and push himself on riding toys). <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance

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.	Use his whole body to develop spatial awareness (e.g., dance to music, including songs that direct movement). <u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music

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.	<p>Use his whole body to develop spatial awareness (e.g., dance to music, including songs that direct movement).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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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.	<p>Use improved eye-hand coordination to explore and manipulate objects (e.g., do finger plays that require hand-eye coordination, such as "The Itsy Bitsy Spider").</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>

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.	<p>Use imagination memory and reasoning to plan and make things happen (e.g., pretend to feed a baby doll).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>

STRAND / TOPIC / STANDARD	MD.FA.	Fine Arts
TOPIC / INDICATOR	FA.5.	Visual Arts: Perceiving and Responding
INDICATOR / PROFICIENCY LEVEL	FA.5.1.	Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.
OBJECTIVE	FA.5.1.1.	<p>Recognize that drawings, paintings and writing are meaningful representations (e.g., paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>

STRAND / TOPIC / STANDARD	MD.SF.	Social Foundations
TOPIC / INDICATOR	SF.1.	Social Emotional Regulation
INDICATOR / PROFICIENCY LEVEL	SF.1.1.	Demonstrates healthy self-confidence.
OBJECTIVE	SF.1.1.1.	<p>Show increasing self-regulation.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p>

OBJECTIVE	SF.1.1.2.	<p>Play alongside other children.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress</p>
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		Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children
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STRAND / TOPIC / STANDARD	MD.SF.	Social Foundations
TOPIC / INDICATOR	SF.1.	Social Emotional Regulation
INDICATOR / PROFICIENCY LEVEL	SF.1.2.	Initiates and maintains relations.
OBJECTIVE	SF.1.2.1.	Show more awareness of the feelings of another child. <u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others

OBJECTIVE	SF.1.2.2.	Use coping skills with tasks, and interactions with peers and adults. <u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children
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OBJECTIVE	SF.1.2.3.	Show more awareness of the feelings of another child. <u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others
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OBJECTIVE	SF.1.2.4.	Share his feelings through talking and pretend play. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring
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		Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings
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STRAND / TOPIC / STANDARD	MD.SF.	Social Foundations
TOPIC / INDICATOR	SF.2.	Approaches to Learning & Executive Functioning
INDICATOR / PROFICIENCY LEVEL	SF.2.1.	Self-regulation/inhibitory control
OBJECTIVE	SF.2.1.1.	<p>Show increasing self-regulation.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p>

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.	<p>Use imagination, memory and reasoning to plan and make things happen.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

OBJECTIVE	SF.2.2.2.	<p>Improve memory for details.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>
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STRAND / TOPIC / STANDARD	MD.SF.	Social Foundations
TOPIC / INDICATOR	SF.2.	Approaches to Learning & Executive Functioning
INDICATOR / PROFICIENCY LEVEL	SF.2.3.	Cognitive Flexibility
OBJECTIVE	SF.2.3.1.	Share his feelings through talking and pretend play.

		<p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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OBJECTIVE	SF.2.3.2.	<p>Use coping skills with tasks, and interactions with peers and adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
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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.	Initiative & Curiosity
OBJECTIVE	SF.2.4.1.	<p>Understand questions and simple directions.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>

STRAND / TOPIC / STANDARD	MD.SF.	Social Foundations
TOPIC / INDICATOR	SF.2.	Approaches to Learning & Executive Functioning

INDICATOR / PROFICIENCY LEVEL	SF.2.5.	Demonstrates Cooperation
OBJECTIVE	SF.2.5.1.	<p>Play alongside other children.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
OBJECTIVE	SF.2.5.2.	<p>Show more awareness of the feelings of another child.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
OBJECTIVE	SF.2.5.3.	<p>Show his feelings through talking and pretend play.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
OBJECTIVE	SF.2.5.4.	<p>Use coping skills with tasks, and interactions with peers and adults.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some</p>

		parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children
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STRAND / TOPIC / STANDARD	MD.SF.	Social Foundations
TOPIC / INDICATOR	SF.2.	Approaches to Learning & Executive Functioning
INDICATOR / PROFICIENCY LEVEL	SF.2.6.	Understanding & complying with classroom rules, routines, & expectations.
OBJECTIVE	SF.2.6.1.	<p>Show increasing self-regulation.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p>

OBJECTIVE	SF.2.6.2.	<p>Continues to need adult approval but show more independence.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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STRAND / TOPIC / STANDARD	MD.SF.	Social Foundations
TOPIC / INDICATOR	SF.2.	Approaches to Learning & Executive Functioning

INDICATOR / PROFICIENCY LEVEL	SF.2.7.	Demonstrates cognitive flexibility—Understands symbolic representation
OBJECTIVE	SF.2.7.1.	<p>Recognize that drawings, paintings and writing are meaningful representations.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>
OBJECTIVE	SF.2.7.2.	<p>Share his feelings through talking and pretend play.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>

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