



Curriculum Alignment with

North Carolina Foundations for Early Learning and Development

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

CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-1:	Children show curiosity and express interest in the world around them.
CLARIFYING OBJECTIVE	APL-1a:	<p>Show interest in others (smile or gaze at caregiver, make sounds or move body when other person is near).</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p>
CLARIFYING OBJECTIVE	APL-1b:	<p>Show interest in themselves (watch own hands, play with own feet).</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
CLARIFYING OBJECTIVE	APL-1c:	<p>React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams).</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 45- Demonstrates awareness of cause and effect: Infants: 47- Demonstrates problem-solving skills:</p>
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-2:	Children actively seek to understand the world around them.
CLARIFYING OBJECTIVE	APL-2a:	<p>Explore the indoor and outdoor environment using all available senses—smell, hear, see, feel and taste.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
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CLARIFYING OBJECTIVE	APL-2b:	<p>With appropriate supports, move toward interesting people, sounds, objects, and activities.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-3:	Children engage in increasingly complex play.
CLARIFYING OBJECTIVE	APL-3a:	<p>Show interest in other children playing (watch, turn toward).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>

CLARIFYING OBJECTIVE	APL-3b:	<p>Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
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CLARIFYING OBJECTIVE	APL-3c:	Play with simple objects, using them to make sounds and other interesting results.
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		<u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 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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CLARIFYING OBJECTIVE	APL-3d:	Begin to participate in give-and-take exchanges of sounds and gestures (“serve and return”). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-4:	Children demonstrate creativity, imagination, and inventiveness.
CLARIFYING OBJECTIVE	APL-4a:	Use everyday household objects for play (spoons, pots and pans, plastic bowls). <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:

CLARIFYING OBJECTIVE	APL-4b:	Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, and make a sound to get a new adult’s attention). <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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CLARIFYING OBJECTIVE	APL-4c:	React to unexpected events with laughter and interest. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
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STRAND / ESSENTIAL STANDARD		Risk-Taking, Problem-Solving, and Flexibility
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-5:	Children are willing to try new and challenging experiences.
CLARIFYING OBJECTIVE	APL-5a:	Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:

CLARIFYING OBJECTIVE	APL-5b:	Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture tiny crumb with pincer grasp). <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
STRAND / ESSENTIAL STANDARD		Risk-Taking, Problem-Solving, and Flexibility
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-6:	Children use a variety of strategies to solve problems.
CLARIFYING OBJECTIVE	APL-6a:	Try one or two strategies to get what they want (make noise, move or reach toward things, reject unwanted item). <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:

CLARIFYING OBJECTIVE	APL-6b:	Try a familiar action in a new activity (hit a button on a new toy, try to open a visitor's purse). <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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CLARIFYING OBJECTIVE	APL-6c:	Use trial and error to get something done, get what they want, or solve simple problems. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-7:	Children demonstrate initiative.
CLARIFYING OBJECTIVE	APL-7a:	Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don't like). <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and

		imaginative play: Infants: 13- Engages in self-expression:
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CLARIFYING OBJECTIVE	APL-7b:	Independently explore the different qualities of an object (notice the sound of a rattle, and then be drawn to the “feel” of it, exploring it with mouth or hand). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 47- Demonstrates problem-solving skills:
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-8:	Children maintain attentiveness and focus.
CLARIFYING OBJECTIVE	APL-8a:	Focus and attend to people and things around them. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

CLARIFYING OBJECTIVE	APL-8b:	Repeat interesting actions over and over (push button to make toy pop up). <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression: Infants: 45- Demonstrates awareness of cause and effect:
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CLARIFYING OBJECTIVE	APL-8c:	Notice when the expected does not happen. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
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STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-9:	Children persist at challenging activities.
CLARIFYING OBJECTIVE	APL-9a:	Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach). <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression: Infants: 45- Demonstrates awareness of cause and effect:

CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Infants
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-1:	Children demonstrate a positive sense of self-identity and self-awareness.
CLARIFYING OBJECTIVE	ESD-1a:	Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:

CLARIFYING OBJECTIVE	ESD-1d:	Express likes and dislikes (smile, cry, and protest). <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
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CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Infants
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-2:	Children express positive feelings about themselves and confidence in what they can do.
CLARIFYING OBJECTIVE	ESD-2a:	Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound). <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression: Infants: 45- Demonstrates awareness of cause and effect:

CLARIFYING OBJECTIVE	ESD-2b:	Show pleasure at things they have done (wiggle, coo, and laugh). <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:
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CLARIFYING OBJECTIVE	ESD-2c:	Explore the environment with support from a familiar, trusted adult. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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		<p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
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CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Infants
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self with Others
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-3:	Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.
CLARIFYING OBJECTIVE	ESD-3a:	<p>Enjoy being held, cuddled, and talked to by familiar adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>

CLARIFYING OBJECTIVE	ESD-3b:	<p>Recognize and reach out to familiar people.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
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CLARIFYING OBJECTIVE	ESD-3c:	<p>Seek to be near their caregivers; stop crying when they come near.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>
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CLARIFYING OBJECTIVE	ESD-3d:	<p>Show signs of separation anxiety when a familiar caregiver leaves.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 15- Develops relationships with adults:</p>
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CLARIFYING OBJECTIVE	ESD-3f:	<p>Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for “so big”).</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: 15- Develops relationships with adults:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 44- Uses dramatic play to express creativity:</p>
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CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Infants
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self with Others
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-4:	Children form relationships and interact positively with other children.
CLARIFYING OBJECTIVE	ESD-4a:	Notice other infants and children (look at them, turn in other’s direction, reach for them, and touch them).

		<u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
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CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Infants
STRAND / ESSENTIAL STANDARD		Learning about Feelings
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-6:	Children identify, manage, and express their feelings.
CLARIFYING OBJECTIVE	ESD-6a:	Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice. <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:

CLARIFYING OBJECTIVE	ESD-6b:	Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss). <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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CLARIFYING OBJECTIVE	ESD-6c:	Soothe themselves (suck thumb or pacifier, shift attention, snuggles with soft toy). <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
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CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Infants
STRAND / ESSENTIAL STANDARD		Learning about Feelings
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-7:	Children recognize and respond to the needs and feelings of others.
CLARIFYING OBJECTIVE	ESD-7a:	Become upset when another infant is crying. <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:

CLARIFYING OBJECTIVE	ESD-7b:	Respond differently to positive vs. negative emotional expressions of others. <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
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CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
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STRAND / ESSENTIAL STANDARD		Physical Health and Growth
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-1:	Children develop healthy eating habits.
CLARIFYING OBJECTIVE	HPD-1a:	Show interest in feeding routines. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
CLARIFYING OBJECTIVE	HPD-1b:	Help with feeding themselves (eat finger foods, hold bottle). <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
CLARIFYING OBJECTIVE	HPD-1c:	Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full). <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
CLARIFYING OBJECTIVE	HPD-1d:	Show food preferences. <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
CLARIFYING OBJECTIVE	HPD-1e:	Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 31- Demonstrates scientific inquiry skills:
CLARIFYING OBJECTIVE	HPD-1f:	Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food. <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL STANDARD		Physical Health and Growth
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-2:	Children engage in active physical play indoors and outdoors.
CLARIFYING OBJECTIVE	HPD-2a:	Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
CLARIFYING OBJECTIVE	HPD-2b:	Move their bodies to explore the indoor and outdoor environment.

		<u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
CLARIFYING OBJECTIVE	HPD-2c:	Develop strength and stamina by continuing movements over short periods of time. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL STANDARD		Physical Health and Growth
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-3:	Children develop healthy sleeping habits.
CLARIFYING OBJECTIVE	HPD-3a:	Sleep for longer periods at a time (more at night, and less during the day). <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
CLARIFYING OBJECTIVE	HPD-3b:	Settle down and fall asleep after a routine that includes a familiar series of events. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
CLARIFYING OBJECTIVE	HPD-3c:	Develop a personal sleep routine or pattern. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL STANDARD		Motor Development
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-4:	Children develop the large muscle control and abilities needed to move through and explore their environment.
CLARIFYING OBJECTIVE	HPD-4a:	Gain control of arm and leg movements. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
CLARIFYING OBJECTIVE	HPD-4b:	Maintain upright posture when sitting and standing. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
CLARIFYING OBJECTIVE	HPD-4c:	Move in and out of various positions by rolling, pushing up, and pulling to stand. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
CLARIFYING OBJECTIVE	HPD-4d:	Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:

		Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL STANDARD		Motor Development
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-5:	Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
CLARIFYING OBJECTIVE	HPD-5a:	Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:

CLARIFYING OBJECTIVE	HPD-5b:	Transfer objects from one hand to the other. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
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CLARIFYING OBJECTIVE	HPD-5c:	Use a pincer grasp to pick up an object with finger and thumb. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:
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CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL STANDARD		Self-Care
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-6:	Children develop awareness of their needs and the ability to communicate their needs.
CLARIFYING OBJECTIVE	HPD-6a:	Use different sounds to let caregivers know they need attention. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

CLARIFYING OBJECTIVE	HPD-6b:	Begin to soothe themselves (suck thumb, find pacifier, reach for a security object).
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		<u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL STANDARD		Self-Care
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-7:	Children develop independence in caring for themselves and their environment.
CLARIFYING OBJECTIVE	HPD-7a:	Tolerate care routines (mouth care, hand-washing, diapering, dressing, and bathing). <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

CLARIFYING OBJECTIVE	HPD-7b:	Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing). <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
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CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL STANDARD		Safety Awareness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-8:	Children develop awareness of basic safety rules and begin to follow them.
CLARIFYING OBJECTIVE	HPD-8a:	Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers). <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

CLARIFYING OBJECTIVE	HPD-8b:	Notice and imitate adults’ reactions to new people and situations. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-1:	Children understand communications from others.
CLARIFYING OBJECTIVE	LDC-1b:	Show interest in voices, and focus on speech directed at them. <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:

CLARIFYING OBJECTIVE	LDC-1c:	Respond to different tones in speech directed at them. <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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CLARIFYING OBJECTIVE	LDC-1d:	<p>Respond to simple requests (“Come here.” or “Do you want more?”).</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-2:	Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.
CLARIFYING OBJECTIVE	LDC-2a:	<p>Respond differently to facial expressions and tones of voice.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes:</p>

CLARIFYING OBJECTIVE	LDC-2b:	<p>Pay brief attention to the same object the caregiver is looking at.</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
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CLARIFYING OBJECTIVE	LDC-2c:	<p>Engage in turn taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear).</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes:</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-4:	Children speak audibly and express thoughts, feelings, and ideas clearly.
CLARIFYING OBJECTIVE	LDC-4a:	<p>Repeat actions that mean something specific (lift arms to be picked up, point at desired toys).</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>

CLARIFYING OBJECTIVE	LDC-4c:	<p>“Jabber” and pretend to talk using many sounds or signs from the languages used around them.</p> <p><u>Progress Monitoring Skills</u> Infants: 46- Uses prior knowledge to build new knowledge:</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-6:	Children use most grammatical constructions of their home language well.
CLARIFYING OBJECTIVE	LDC-6b:	<p>“Jabber” and pretend to talk using many sounds or signs from the languages used around them to communicate.</p> <p><u>Progress Monitoring Skills</u> Infants: 46- Uses prior knowledge to build new knowledge:</p>

CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-7:	Children respond to and use a growing vocabulary.
CLARIFYING OBJECTIVE	LDC-7a:	<p>Make specific sounds, facial expressions, and/or gestures for certain people and objects.</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: Infants: 46- Uses prior knowledge to build new knowledge:</p>

CLARIFYING OBJECTIVE	LDC-7b:	<p>Imitate sounds, words, and gestures.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:</p>
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CLARIFYING OBJECTIVE	LDC-7c:	<p>Recognize spoken or signed words for common items.</p> <p><u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Foundations for Reading

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-8:	Children develop interest in books and motivation to read.
CLARIFYING OBJECTIVE	LDC-8a:	Pat and chew on tactile books. <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :

CLARIFYING OBJECTIVE	LDC-8b:	Look at pictures of faces and simple objects. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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CLARIFYING OBJECTIVE	LDC-8c:	Listen to simple and repetitive books, stories, and songs. <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-10:	Children develop book knowledge and print awareness.
CLARIFYING OBJECTIVE	LDC-10a:	Explore books and paper by tasting, mouthing, crumpling, banging, and patting. <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :

CLARIFYING OBJECTIVE	LDC-10b:	Look at pictures while cuddling with caregiver. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
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CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-11:	Children develop phonological awareness.
CLARIFYING OBJECTIVE	LDC-11a:	Imitate and take turns with caregivers making different sounds. <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language: Infants: 46- Uses prior knowledge to build new knowledge:

CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
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STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-12:	Children begin to develop knowledge of the alphabet and the alphabetic principle.
CLARIFYING OBJECTIVE	LDC-12a:	Emerging <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:

CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-13:	Children use writing and other symbols to record information and communicate for a variety of purposes.
CLARIFYING OBJECTIVE	LDC-13a:	Emerging <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-14:	Children use knowledge of letters in their attempts to write.
CLARIFYING OBJECTIVE	LDC-14a:	Emerging <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-15:	Children use writing skills and conventions.
CLARIFYING OBJECTIVE	LDC-15a:	Emerging <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Construction of Knowledge: Thinking and Reasoning
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-1:	Children use their senses to construct knowledge about the world around them.
CLARIFYING OBJECTIVE	CD-1a:	Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, and pick up large objects). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 31- Demonstrates scientific inquiry skills:

		<p>Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:</p>
CLARIFYING OBJECTIVE	CD-1b:	<p>Turn head or move toward sounds.</p> <p><u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:</p>
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Construction of Knowledge: Thinking and Reasoning
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-2:	Children recall information and use it for new situations and problems.
CLARIFYING OBJECTIVE	CD-2a:	<p>Search for objects that are hidden or partly hidden.</p> <p><u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:</p>
CLARIFYING OBJECTIVE	CD-2b:	<p>Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on parent’s shoulder when new person comes near).</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 15- Develops relationships with adults:</p>
CLARIFYING OBJECTIVE	CD-2c:	<p>Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle).</p> <p><u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 15- Develops relationships with adults: Infants: 40- Understands the passage of time and how events are related:</p>
CLARIFYING OBJECTIVE	CD-2d:	<p>Repeat an action to make something happen again (makes sounds when music stops, bounce up and down to get adult to continue “horsey ride”).</p> <p><u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:</p>
CLARIFYING OBJECTIVE	CD-2e:	<p>Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places.</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:</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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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Construction of Knowledge: Thinking and Reasoning
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-3:	Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.
CLARIFYING OBJECTIVE	CD-3a:	<p>Show awareness of others’ reactions to people, objects, and events.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 12- Develops self-awareness:</p> <p>Infants: 15- Develops relationships with adults:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>

CLARIFYING OBJECTIVE	CD-3b:	<p>Show awareness of another person’s intentions by establishing joint attention (look at an object, then at caregiver, and back at object).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</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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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Creative Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-4:	Children demonstrate appreciation for different forms of artistic expression.
CLARIFYING OBJECTIVE	CD-4a:	<p>Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullabies, show bodily excitement when they hear music).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>

CLARIFYING OBJECTIVE	CD-4b:	<p>Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
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STRAND / ESSENTIAL STANDARD		Creative Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-5:	Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.
CLARIFYING OBJECTIVE	CD-5a:	Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf). <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
CLARIFYING OBJECTIVE	CD-5c:	Make a variety of sounds with simple instruments, toys, and their own voice. <u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
CLARIFYING OBJECTIVE	CD-5d:	Express themselves by moving their bodies (wave arms when excited, hug soft toy). <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity:
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-6:	Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.
CLARIFYING OBJECTIVE	CD-6a:	Intently observe actions of children, adults, pets, and objects nearby. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
CLARIFYING OBJECTIVE	CD-6b:	Seek parents, siblings, caregivers, and teachers for play and for meeting needs. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-7:	Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).
CLARIFYING OBJECTIVE	CD-7a:	Show a clear preference for familiar people. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-8:	Children identify and demonstrate acceptance of similarities and differences between themselves and others.
CLARIFYING OBJECTIVE	CD-8a:	Emerging <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:

CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-9:	Children explore concepts connected with their daily experiences in their community.
CLARIFYING OBJECTIVE	CD-9a:	Emerging <u>Progress Monitoring Skills</u> Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity

CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-10:	Children show understanding of numbers and quantities during play and other activities.
CLARIFYING OBJECTIVE	CD-10a:	Indicate they want “more” with signs, sounds, or looks. <u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 39- Demonstrates an awareness of economics in his/her community

CLARIFYING OBJECTIVE	CD-10b:	Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 3 blocks longer than a tower with 7 blocks, reach for a basket with three balls rather than a basket with one ball). <u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 39- Demonstrates an awareness of economics in his/her community
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
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STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-11:	Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.
CLARIFYING OBJECTIVE	CD-11a:	Discover objects of different sizes by exploring (put toys in mouth, pick up large objects). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 31- Demonstrates scientific inquiry skills:

CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-12:	Children identify and use common shapes and concepts about position during play and other activities.
CLARIFYING OBJECTIVE	CD-12a:	Discover different shapes by exploring (put blocks in mouth, roll balls). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:

CLARIFYING OBJECTIVE	CD-12b:	Attempt to put objects into other objects (such as putting pieces into holes or other spaces). <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Scientific Exploration and Knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-14:	Children observe and describe characteristics of living things and the physical world.
CLARIFYING OBJECTIVE	CD-14a:	Observe and explore natural phenomena indoors and outdoors, using all senses (rub hands over grass, lift face to feel wind, pat family dog, and splash water). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to

		explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Scientific Exploration and Knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-15:	Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.
CLARIFYING OBJECTIVE	CD-15a:	Gather information through sight, hearing, taste, smell, and touch. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 45- Demonstrates awareness of cause and effect: Infants: 47- Demonstrates problem-solving skills:

CLARIFYING OBJECTIVE	CD-15b:	Use multiple senses to focus intently on objects, displays, materials, or events. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:
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