



## Curriculum Alignment

## 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		Curiosity, Information-Seeking, and Eagerness
STANDARD		
ESSENTIAL STANDARD /	APL-1:	Children show curiosity and express interest in the world around
CLARIFYING OBJECTIVE		them.
CLARIFYING OBJECTIVE	APL-1a:	Show interest in others (smile or gaze at caregiver, make sounds or move body when other person is near).
		Progress Monitoring Skills
		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-1b:	Show interest in themselves (watch own hands, play with own feet).
		Progress Monitoring Skills
		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:
CLARIFYING OBJECTIVE	APL-1c:	React to new sights, sounds, tastes, smells, and touches (stick out
	7 = 101	tongue at first solid food, turn head quickly when door slams).
		Progress Monitoring Skills
		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:
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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-2:	Children actively seek to understand the world around them.
CLARIFYING OBJECTIVE		Explore the indoor and outdoor environment using all available senses—smell, hear, see, feel and taste.
		Progress Monitoring Skills

child's relationship to objects in space: Infants: 64 Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 65 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: 11- Demonstrates a cooperative and flexible approach to play: Infants: 31- Demonstrates scientific inquiry skills: Infants: 32- Demonstrates knowledge related to physical science: Infants: 33- Demonstrates knowledge related to physical science: Infants: 34- Demonstrates waveness of cause and effect: Infants: 47- Demonstrates problem-solving skills:  CLARIFYING OBJECTIVE  APL-2b: With appropriate supports, move toward interesting people, sounds, objects, and activities.  Progress Monitoring Skills Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 08- Demonstrates interest and curiosity: Infants: 08- Demonstrates interest and curiosity: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 17- Demonstrates a cooperative and flexible approach to play: Infants: 18- Develops relationships with peers: Infants: 37- Demonstrates problem-solving skills:  CONTENT AREA / STRAND APL-3: Children engage in increasingly complex play. CLARIFYING OBJECTIVE APL-3a: Show interest in other children playing (watch, turn toward). Progress Monitoring Skills Infants: 19- Demonstrates interest and curiosity: Infants: 19- Demonstrates interest and curiosity: Infants: 19- Demonstrates interest and curiosity: Infants: 19- Demonstrates of the body in space and child's relationship to objects in space: Infants: 19- Demonstrates of the body in space and child's relationship to objects in space: Infants: 19- Engages in a progression of individualized an	child's relationship to objects in space: Infants: 04- Uses senses (eight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 10- Evelops fine-motor skills: Infants: 10- Evelops fine-motor skills: Infants: 11- Demonstrates cooperative and flexible approach to play: Infants: 11- Demonstrates can cooperative and flexible approach to play: Infants: 11- Demonstrates ceintific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 34- Demonstrates knowledge related to physical science: Infants: 34- Demonstrates waverness of cause and effect: Infants: 47- Demonstrates problem-solving skills:  APL-2b:  With appropriate supports, move toward interesting people, sounds, objects, and activities.  Progress Monitoring Skills Infants: 08- Demonstrates initiative and self-direction: Infants: 08- Demonstrates initiative and self-direction: Infants: 09- Demonstrates initiative and self-direction: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 18- Develops relationships with peers: Infants: 18- Develops relationships with peers: Infants: 07- Demonstrates and self-direction: Infants: 08- Demonstrates infinitive and self-direction: Infants: 09- Demonstrates infinitive and self-direction: Infants: 19- Demonstrates informationship with peers: Infants: 18- Develops relationships with peers: Infants: 18- Demonstrates informationship with peers: Infants: 18- Demonstrates informationship with peers: Infants: 18- Demonstrates in space: Infants: 18- Demonstrates on peers and curiosity: Infants: 19- Demonstrates on peers and curiosity: Infants: 19- Demonstrates on peers and curiosity of purposes: Infants: 19- Uses nonverbal communication for a variety of purposes: I			
explore the environment and process information: Infants: 68- 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: 11- Demonstrates a cooperative and flexible approach to play: Infants: 31- Demonstrates scientific inquiry skills: Infants: 31- Demonstrates knowledge related to physical science: Infants: 34- Demonstrates waveness of cause and effect: Infants: 34- Demonstrates problem-solving skills: Infants: 34- Demonstrates supports, move toward interesting people, sounds, objects, and activities.  Progress Monitoring Skills Infants: 68- Demonstrates initiative and self-direction: Infants: 68- Demonstrates interest and curiosity: Infants: 69- Demonstrates interest and curiosity: Infants: 61- Demonstrates interest and curiosity: Infants: 61- Demonstrates interest and curiosity: Infants: 61- Demonstrates a cooperative and flexible approach to play: Infants: 61- Develops relationships with peers: Infants: 61- Develops relationships with peers: Infants: 61- Demonstrates problem-solving skills:  CONTENT AREA / STRAND  STRAND/ ESSENTIAL  STRANDARD  STRAND/ ESSENTIAL  STRANDARD  CURISITY Information-Seeking, and Eagerness  CURIFYING OBJECTIVE  APL-3a:  Children engage in increasingly complex play.  CLARIFYING OBJECTIVE  APL-3a:  Children engage in increasingly complex play.  CLARIFYING OBJECTIVE  APL-3b:  Imitates ounds, facial expressions, or gestures (cover face with hands, hands up for "so big").  Progress Monitoring Skills Infants: 61- Demonstrates an awareness of the body in space and children playing in progression of individualized and imaginative play: Infants: 61- Demonstrates an awareness of cause and effect:  Infants: 61- Demonstrates an enverness of cause and effect:  CLARIFYING OBJECTIVE  APL-3b:  Imitates ounds, facial expressions, or gestures (cover face with hands, hands up for "so big").  Progress Monitoring Skills  Infants: 61- Demonstrates an awareness of cause and effe	explore the environment and process information: Infrants: 60- Bovelops 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: 11- Demonstrates a cooperative and flexible approach to play: Infants: 31- Demonstrates scientific inquiry skills: Infants: 31- Demonstrates knowledge related to physical science: Infants: 31- Demonstrates workings kills: Infants: 34- Demonstrates awareness of cause and effect: Infants: 45- Demonstrates optione-noving skills: Infants: 45- Demonstrates optione-noving skills: Infants: 45- Demonstrates intitative and self-direction: Infants: 60- Demonstrates intitative and self-direction: Infants: 60- Demonstrates interest and curiosity: Infants: 60- Demonstrates interest and curiosity: Infants: 60- Demonstrates interest and curiosity: Infants: 61- Demonstrates accoperative and flexible approach to play: Infants: 61- Develops relationships with peers: Infants: 61- Develops relationships with peers: Infants: 61- Demonstrates problem-solving skills:  CONTENT AREA / STRAND STRAND / ESSENTIAL STRANDARD CARIFYING OBJECTIVE APL-3a: Children engage in increasingly complex play. CLARIFYING OBJECTIVE APL-3a: Children engage in increasingly complex play. CLARIFYING OBJECTIVE APL-3a: Show interest in other children playing (watch, turn toward). Progress Monitoring skills Infants: 61- Demonstrates encoperative and flexible approach to play: Infants: 61- Demonstrates intitative and self-direction: Infants: 62- Demonstrates and curiosity: Infants: 63- Demonstrates and curiosity: Infants: 64- Demonstrates on awareness of the body in space and children relationship to objects in space: Infants: 64- Demonstrates an awareness of the body in space and children relationship to objects in space: Infants: 65- Demonstrates an awareness of cause and effect: Infants: 65- Demonstrates and communication for a variety of purposes: Infants: 65- Demonstrates and wareness of cause and effect:			
Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 11- Demonstrates compliants with peers: Infants: 13- Demonstrates contribing inquiry skills: Infants: 34- Demonstrates contribing inquiry skills: Infants: 34- Demonstrates problem-solving skills: Infants: 34- Demonstrates interest and curiosity: Infants: 39- Demonstrates self-control: Infants: 39- Demonstrates self-control: Infants: 39- Demonstrates self-control: Infants: 39- Demonstrates and curiosity: Infants: 39- Demonstrates and curiosity: Infants: 39- Demonstrates self-control: Infants: 39- Demonstrates self-control: Infants: 39- Demonstrates acooperative and flexible approach to play: Infants: 34- Demonstrates a cooperative and flexible approach to play: Infants: 34- Demonstrates acooperative and flexible approach to play: Infants: 34- Demonstrates problem-solving skills: Curiosity, Infants: 37- Demonstrates problem-solving skills: STANDARD CLARIFYING OBJECTIVE APL-3a: Children engage in increasingly complex play.  CLARIFYING OBJECTIVE APL-3a: Show interest in other children playing (watch, turn toward). Progress Monitoring Skills Infants: 37- Demonstrates interest and curiosity: Infants: 39- Demonstrates self-control: Infants: 11- Demonstrates self-control: Infants: 11- Demonstrates acooperative and flexible approach to play: Infants: 30- Demonstrates over and curiosity: Infants: 39- Demons	Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 11- Demonstrates completed in progression of individualized and imaginative play: Infants: 14- Demonstrates converted in progression of individualized and imaginative play: Infants: 34- Demonstrates waverness of cause and effect: Infants: 34- Demonstrates problem-solving skills: Infants: 34- Demonstrates problem-solving skills: Infants: 34- Demonstrates problem-solving skills: Infants: 34- Demonstrates initiative and self-direction: Infants: 36- Demonstrates self-control: Infants: 36- Demonstrates self-control: Infants: 36- Demonstrates self-control: Infants: 36- Demonstrates and curiosity: Infants: 36- Demonstrates and curiosity: Infants: 36- Demonstrates self-control: Infants: 36- Demonstrates and progression of individualized and imaginative play: Infants: 36- Demonstrates a cooperative and flexible approach to play: Infants: 36- Demonstrates and progression of individualized and imaginative play: Infants: 36- Demonstrates and progression of individualized and imaginative play: Infants: 36- Demonstrates and progression of individualized and imaginative play: Infants: 37- Demonstrates problem-solving skills:  CONTENT AREA / STRAND  STRAND / ESSENTIAL  STRANDARD / ESSENTIAL  STRANDARD / CLARIFYING OBJECTIVE  APL-3a:  Children engage in increasingly complex play.  CLARIFYING OBJECTIVE  APL-3a:  Children engage in increasingly complex play.  CLARIFYING OBJECTIVE  APL-3b:  Infants: 36- Demonstrates interest and curiosity: Infants: 36- Demonstrates self-control: Infants: 36- Demonstrates self-control: Infants: 36- Demonstrates problem-solving skills:  Infants: 36- Demonstrates of the body in space and child's relationship to objects in space: Infants: 36- Demonstrates and amareness of the body in space and child's relationship to objects in space: Infants: 36- Demonstrates and communication for a variety of purposes: Infants: 36- Demonstrates awareness of cau			explore the environment and process information:
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		Progress Monitoring 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: 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-3d:	Begin to participate in give-and-take exchanges of sounds and
SEARII TING OBSECTIVE	Ai L-Su.	gestures ("serve and return").  Progress Monitoring Skills 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:
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).  Progress Monitoring 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: 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).  Progress Monitoring Skills Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
CLARIFYING OBJECTIVE	APL-4c:	React to unexpected events with laughter and interest.  Progress Monitoring Skills Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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-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.  Progress Monitoring 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:
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).  Progress Monitoring Skills Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
STRAND / ESSENTIAL	NC.APL.	Approaches to Play and Learning (APL) – Infants Risk-Taking, Problem-Solving, and Flexibility
STANDARD 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).  Progress Monitoring Skills 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).  Progress Monitoring Skills Infants: 47- Demonstrates problem-solving skills:
CLARIFYING OBJECTIVE	APL-6c:	Use trial and error to get something done, get what they want, or solve simple problems.  Progress Monitoring Skills Infants: 47- Demonstrates problem-solving skills:
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).
		Progress Monitoring Skills Infants: 10- Engages in a progression of individualized and

		imaginative play: Infants: 13- Engages in self-expression:
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).
		Progress Monitoring Skills 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:
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.
		Progress Monitoring Skills
		Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity:
		Infants: 00- Demonstrates interest and curiosity.
		Infants: 11- Demonstrates a cooperative and flexible approach to
		play: Infants: 16- Develops relationships with peers:
		Infants: 47- Demonstrates problem-solving skills:
CLADIEVING OD JECTIVE	ADI Obi	Penest interesting actions over and over (nuch button to make toy

CLARIFYING OBJECTIVE	APL-8b:	Repeat interesting actions over and over (push button to make toy pop up).
		Progress Monitoring Skills
		Infants: 09- Demonstrates self-control:
		Infants: 13- Engages in self-expression:
		Infants: 45- Demonstrates awareness of cause and effect:
CLARIFYING OBJECTIVE	APL-8c:	Notice when the expected does not happen.
		Progress Monitoring Skills
		Infants: 07- Demonstrates initiative and self-direction:
		Infants: 08- Demonstrates interest and curiosity:
		Infants: 09- Demonstrates self-control:

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).
		Progress Monitoring Skills
		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).
		Progress Monitoring Skills
		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).
		Progress Monitoring Skills
		Infants: 10- Engages in a progression of individualized and
		imaginative play:
		Infants: 13- Engages in self-expression:

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).
		Progress Monitoring Skills
		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).
		Progress Monitoring Skills
		Infants: 12- Develops self-awareness:
		Infants: 13- Engages in self-expression:

CLARIFYING OBJECTIVE	ESD-2c:	Explore the environment with support from a familiar, trusted adult.
		Progress Monitoring 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:
CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Infants
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self with Others
ESSENTIAL STANDARD /	ESD-3:	Children form relationships and interact positively with familiar
CLARIFYING OBJECTIVE		adults who are consistent and responsive to their needs.
CLARIFYING OBJECTIVE	ESD-3a:	Enjoy being held, cuddled, and talked to by familiar adults.
		Progress Monitoring Skills Infants: 15- Develops relationships with adults:
CLARIFYING OBJECTIVE	ESD-3b:	Recognize and reach out to familiar people.
		Progress Monitoring Skills
		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	ESD-3c:	Seek to be near their caregivers; stop crying when they come near.
		Progress Monitoring Skills
		Infants: 15- Develops relationships with adults:
CLARIFYING OBJECTIVE	ESD-3d:	Show signs of separation anxiety when a familiar caregiver leaves.
		Progress Monitoring Skills
		Infants: 13- Engages in self-expression:
		Infants: 15- Develops relationships with adults:
CLARIFYING OBJECTIVE	ESD-3f:	Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for "so big").
		Progress Monitoring Skills
		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: 44- Uses dramatic play to express creativity:
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).

		Progress Monitoring Skills 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:
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.  Progress Monitoring Skills
		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).
		Progress Monitoring Skills 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:
OLA DIEVINO OD IEOTIVE	EOD Co.	
CLARIFYING OBJECTIVE	ESD-6c:	Soothe themselves (suck thumb or pacifier, shift attention, snuggles with soft toy).  Progress Monitoring Skills
		Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
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.
		Progress Monitoring Skills Infants: 16- Develops relationships with peers:
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CLARIFYING OBJECTIVE	ESD-7b:	Respond differently to positive vs. negative emotional expressions of others.
		Progress Monitoring Skills Infants: 16- Develops relationships with peers:

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.
		Progress Monitoring Skills 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.
		Progress Monitoring Skills 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).
		Progress Monitoring Skills Infants: 01-Practices healthy and safe habits:
		Infants: 02- Participates in activities related to nutrition:
CLARIFYING OBJECTIVE	HPD-1d:	Show food preferences.
		Progress Monitoring Skills
		Infants: 02- Participates in activities related to nutrition:
	1	
CLARIFYING OBJECTIVE	HPD-1e:	Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away).
		Progress Monitoring Skills
		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.
		Progress Monitoring Skills
		Infants: 02- Participates in activities related to nutrition:
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL		Physical Health and Growth
STANDARD	LIDD O	Children annone in active physical planting to the state of
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).
		Progress Monitoring Skills
		Infants: 05- Develops gross-motor skills:
CLARIFYING OBJECTIVE	HPD-2b:	Move their bodies to explore the indoor and outdoor environment.

		Progress Monitoring Skills
		Infants: 01-Practices healthy and safe habits:
CLARIFYING OBJECTIVE	HPD-2c:	Develop strength and stamina by continuing movements over short periods of time.
		Progress Monitoring Skills 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).
		Progress Monitoring Skills 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.
		Progress Monitoring Skills
		Infants: 01-Practices healthy and safe habits:
CLARIFYING OBJECTIVE	HPD-3c:	Develop a personal sleep routine or pattern.
		Progress Monitoring Skills 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.
		Progress Monitoring Skills
		Infants: 05- Develops gross-motor skills:
CLARIFYING OBJECTIVE	HPD-4b:	Maintain upright posture when sitting and standing.
		Progress Monitoring Skills
		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.
		Progress Monitoring Skills 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).
		Progress Monitoring Skills 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:

CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL		Motor Development
STANDARD		
ESSENTIAL STANDARD /	HPD-5:	Children develop small muscle control and hand-eye coordination to
CLARIFYING OBJECTIVE		manipulate objects and work with tools.
CLARIFYING OBJECTIVE	HPD-5a:	Use both hands to swipe at, reach for, grasp, hold, shake, and
		release objects.
		Progress Monitoring Skills
		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.
		Progress Monitoring Skills
		Infants: 06- Develops fine-motor skills:
		Infants: 46- Uses prior knowledge to build new knowledge:
CLARIFYING OBJECTIVE	HPD-5c:	Use a pincer grasp to pick up an object with finger and thumb.
		B 14 1/ 1 21 111
		Progress Monitoring Skills
		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:
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL		Self-Care Self-Care
STANDARD		
ESSENTIAL STANDARD /	HPD-6:	Children develop awareness of their needs and the ability to
CLARIFYING OBJECTIVE	LIDD 0	communicate their needs.
CLARIFYING OBJECTIVE	HPD-6a:	Use different sounds to let caregivers know they need attention.
		Progress Monitoring Skills
		Infants: 01-Practices healthy and safe habits:
	<u> </u>	manto. VI-I ractices healthy and sale habits.

**CLARIFYING OBJECTIVE** 

HPD-6b:

Begin to soothe themselves (suck thumb, find pacifier, reach for a security object).

		Progress Monitoring Skills Infants: 01-Practices healthy and safe habits:
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL STANDARD	NO.III D.	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).  Progress Monitoring Skills 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).  Progress Monitoring Skills
		Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL STANDARD	NC.HPD.	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).  Progress Monitoring Skills
		Infants: 15- Develops relationships with adults:
CLARIFYING OBJECTIVE	HPD-8b:	Notice and imitate adults' reactions to new people and situations.
		Progress Monitoring Skills Infants: 01-Practices healthy and safe habits:
CONTENT AREA / STRAND STRAND / ESSENTIAL STANDARD	NC.LDC.	Language Development and Communication (LDC) – Infants 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.
		Progress Monitoring Skills Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
CLARIFYING OBJECTIVE	LDC-1c:	Respond to different tones in speech directed at them.
		Progress Monitoring Skills Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations,
		activities, stories, and/or books:

CLARIFYING OBJECTIVE	LDC-1d:	Respond to simple requests ("Come here." or "Do you want more?").
		Progress Monitoring Skills
		Infants: 17- Listens to conversation for a variety of purposes and
		demonstrates comprehension:
		Infants: 18- Acquires vocabulary introduced in conversations,
		activities, stories, and/or books:

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:	Respond differently to facial expressions and tones of voice.  Progress Monitoring Skills 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:
CLARIFYING OBJECTIVE	LDC-2b:	Pay brief attention to the same object the caregiver is looking at.
		Progress Monitoring Skills
		Infants: 17- Listens to conversation for a variety of purposes and
		demonstrates comprehension:
		Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
CLARIFYING OBJECTIVE	LDC-2c:	Engage in turn taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear).
		Progress Monitoring Skills
		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:

NC.LDC.	Language Development and Communication (LDC) – Infants
	Learning to Communicate
LDC-4:	Children speak audibly and express thoughts, feelings, and ideas clearly.
LDC-4a:	Repeat actions that mean something specific (lift arms to be picked up, point at desired toys).
	Progress Monitoring Skills 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:
	LDC-4:

CLARIFYING OBJECTIVE	"Jabber" and pretend to talk using many sounds or signs from the languages used around them.
	Progress Monitoring Skills Infants: 46- Uses prior knowledge to build new knowledge:

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

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		Make specific sounds, facial expressions, and/or gestures for certain people and objects.
		Progress Monitoring Skills 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:

CLARIFYING OBJECTIVE	LDC-7b:	Imitate sounds, words, and gestures.
		Progress Monitoring Skills 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:

CLARIFYING OBJECTIVE	LDC-7c:	Recognize spoken or signed words for common items.
		Progress Monitoring Skills
		Infants: 18- Acquires vocabulary introduced in conversations,
		activities, stories, and/or books:

CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL		Foundations for Reading
STANDARD		

ECCENTIAL CTANDADD /	1 DC 0-	Obildren develop interest in beeln and metication to used
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.
		Progress Monitoring Skills
		Infants: 23- Demonstrates awareness of print concepts :
CLARIFYING OBJECTIVE	LDC-8b:	Look at pictures of faces and simple objects.
		Progress Monitoring Skills
		Infants: 42- Creates, observes, and analyzes visual art forms to
		develop artistic expression:
CLARIFYING OBJECTIVE	LDC-8c:	Listen to simple and repetitive books, stories, and songs.
		Progress Monitoring Skills
		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:
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD /	LDC-10:	Children develop book knowledge and print awareness.
CLARIFYING OBJECTIVE CLARIFYING OBJECTIVE	LDC-10a:	Explore books and paper by tasting, mouthing, crumpling, banging,
CLARII TING OBJECTIVE	LDC-10a.	and patting.
		Progress Monitoring Skills
		Infants: 23- Demonstrates awareness of print concepts :
CLARIFYING OBJECTIVE	LDC-10b:	Look at pictures while cuddling with caregiver.
		Progress Monitoring Skills
		Infants: 42- Creates, observes, and analyzes visual art forms to
		develop artistic expression:
CONTENT AREA / STRAND	NC L DC	Language Development and Communication (LDC) Infants
CONTENT AREA / STRAND STRAND / ESSENTIAL	NC.LDC.	Language Development and Communication (LDC) – Infants Foundations for Reading
STANDARD STANDARD		- Canadiono for Rodding
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-11:	Children develop phonological awareness.
CLARIFYING OBJECTIVE	LDC-11a:	Imitate and take turns with caregivers making different sounds.
		Progress Monitoring Skills
		Infants: 20- Uses increasingly complex spoken language:
		Infants: 46- Uses prior knowledge to build new knowledge:
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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		Children begin to develop knowledge of the alphabet and the alphabetic principle.
CLARIFYING OBJECTIVE	LDC-12a:	Emerging
		Progress Monitoring Skills Infants: 20- Uses increasingly complex spoken language:

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

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

CONTENT AREA / STRAND STRAND / ESSENTIAL STANDARD	NC.LDC.	Language Development and Communication (LDC) – Infants Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-15:	Children use writing skills and conventions.
CLARIFYING OBJECTIVE	LDC-15a:	Emerging Progress Monitoring Skills
		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).  Progress Monitoring Skills 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: 47- Demonstrates problem-solving skills:
CLARIFYING OBJECTIVE	CD-1b:	Turn head or move toward sounds.
		Progress Monitoring Skills Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
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:	Search for objects that are hidden or partly hidden.
		Progress Monitoring Skills Infants: 47- Demonstrates problem-solving skills:
	1	mianto. 41- Demonstrates problem-solving skins.
CLARIFYING OBJECTIVE	CD-2b:	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).
		Progress Monitoring Skills Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
		Infants: 15- Develops relationships with adults:
CLARIFYING OBJECTIVE	CD-2c:	Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle).
		Progress Monitoring Skills Infants: 14- Demonstrates self-control: Infants: 15- Develops relationships with adults: Infants: 40- Understands the passage of time and how events are related:
CLARIFYING OBJECTIVE	CD-2d:	Repeat an action to make something happen again (makes sounds when music stops, bounce up and down to get adult to continue "horsey ride").
		Progress Monitoring Skills Infants: 45- Demonstrates awareness of cause and effect:
CLARIFYING OBJECTIVE	CD-2e:	Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places.
		Progress Monitoring Skills 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:

CONTENT AREA / STRAND NC.CD.  Cognitive Development (CD) – Infants  STRAND / ESSENTIAL  STANDARD  ESSENTIAL STANDARD / CLARIFYING OBJECTIVE  CD-3a:  Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.  CLARIFYING OBJECTIVE  CD-3a:  Show awareness of others' reactions to people, objects, and events.  Progress Monitoring Skills Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 46- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 46- Uses prior knowledge to build new knowledge:  CLARIFYING OBJECTIVE  CD-3b:  Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object).  Progress Monitoring Skills Infants: 45- Demonstrates awareness of cause and effect: Infants: 45- Develops relationships with adults: Infants: 46- Uses prior knowledge to build new knowledge:  CONTENT AREA / STRAND  NC.CD.  Cognitive Development (CD) – Infants  STRAND / ESSENTIAL  STANDARD		T	
CONTENT AREA / STRAND STRANDARD CLARIFYING OBJECTIVE CD-3a:  Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.  Show awareness of others' reactions to people, objects, and events.  Progress Monitoring Skills Infants: 12- Develops relationships with adults: Infants: 15- Develops relationships with peers: Infants: 15- Develops relationships with peers: Infants: 45- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 45- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 45- Demonstrates understanding of his/her family and an emerging awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object).  Progress Monitoring Skills Infants: 45- Demonstrates awareness of cause and effect: Infants: 45- Demonstrates of the body in terminal point attention (look at an object, then at caregiver, and back at object).  CONTENT AREA / STRAND  NC.CD.  Cognitive Development (CD) – Infants  Creative Expression  CLARIFYING OBJECTIVE  CD-4a:  Children demonstrate appreciation for different forms of artistic expression.  CLARIFYING OBJECTIVE  CD-4a:  Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear fullables, show bodily excitement when they hear music).  Progress Monitoring Skills Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression.  CLARIFYING OBJECTIVE  CD-4b:  Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet).  Progress Monitoring Skills Infants: 10- Develops fine-motor skills: Infants: 1			Infants: 45- Demonstrates awareness of cause and effect:
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CLARIFYING OBJECTIVE  CD-3a:  Show awareness of others' reactions to people, objects, and events.  Progress Monitoring Skills Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:  CLARIFYING OBJECTIVE  CD-3b:  Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object).  Progress Monitoring Skills Infants: 15- Develops relationships with adults: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:  CONTENT AREA / STRAND  NC.CD.  Cognitive Development (CD) – Infants  Creative Expression  STRAND / ESSENTIAL  STANDARD  CSSENTIAL STANDARD / CLARIFYING OBJECTIVE  CD-4:  Children demonstrate appreciation for different forms of artistic expression.  CLARIFYING OBJECTIVE  CD-4a:  Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear Iullables, show bodily excitement when they hear music).  Progress Monitoring Skills Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:  CLARIFYING OBJECTIVE  CD-4b:  Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet).  Progress Monitoring Skills Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 06- Develops fine-motor skills: Infants: 06- Develops	ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-3:	
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Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:  CLARIFYING OBJECTIVE  CD-3b:  Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object).  Progress Monitoring Skills Infants: 45- Develops relationships with adults: Infants: 45- Uses prior knowledge to build new knowledge:  CONTENT AREA / STRAND  NC.CD.  Cognitive Development (CD) – Infants  STRAND / ESSENTIAL  STANDARD  ESSENTIAL STANDARD / CLARIFYING OBJECTIVE  CD-4:  Children demonstrate appreciation for different forms of artistic expression.  CLARIFYING OBJECTIVE  CLARIFYING OBJECTIVE  CD-4a:  Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullables, show bodily excitement when they hear music).  Progress Monitoring Skills Infants: 43- Creates, observes, and analyzes visual art forms to develop artistic expression: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:  CLARIFYING OBJECTIVE  CD-4b:  Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet).  Progress Monitoring Skills 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: 04- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 13- Demonstrates a cooperative and flexible approach to play: Infants: 34- Demonstrates a cooperative and flexible sproach to play: Infants: 34- Demonstrates a cooperative and flexible sproach to play:			Infants: 15- Develops relationships with adults:
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CONTENT AREA / STRAND NC.CD. Cognitive Development (CD) – Infants

STRAND / ESSENTIAL		Creative Expression
STANDARD		Cleative Expression
ESSENTIAL STANDARD /	CD-5:	Children demonstrate self-expression and creativity in a variety of
CLARIFYING OBJECTIVE	CD-3.	forms and contexts, including play, visual arts, music, drama, and
CLARIFTING OBJECTIVE		
OLA DIEVINO OD JEOTIVE	0D 5-	dance.
CLARIFYING OBJECTIVE	CD-5a:	Use toys and household objects in a variety of different ways during
		play (wave, then scrunch, then throw scarf).
		Progress Monitoring Skills
		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.
		Progress Monitoring Skills
		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).
		Progress Monitoring Skills
		Infants: 41- Participates in dance to express creativity:
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL		Social Connections
STANDARD		
ESSENTIAL STANDARD /	CD-6:	Children demonstrate knowledge of relationships and roles within
CLARIFYING OBJECTIVE		their own families, homes, classrooms, and communities.
CLARIFYING OBJECTIVE	CD-6a:	Intently observe actions of children, adults, pets, and objects
		nearby.
		Progress Monitoring 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: 47- Demonstrates problem-solving skills:
	1	

**CLARIFYING OBJECTIVE** 

CD-6b:

Seek parents, siblings, caregivers, and teachers for play and for meeting needs.

Progress Monitoring Skills
Infants: 15- Develops relationships with adults:

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

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

CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL		Social Connections
STANDARD		
ESSENTIAL STANDARD /	CD-9:	Children explore concepts connected with their daily experiences in
CLARIFYING OBJECTIVE		their community.
CLARIFYING OBJECTIVE	CD-9a:	Emerging
		Progress Monitoring Skills
		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		Mathematical Thinking and Expression
STANDARD		
ESSENTIAL STANDARD /	CD-10:	Children show understanding of numbers and quantities during play
CLARIFYING OBJECTIVE		and other activities.
CLARIFYING OBJECTIVE	CD-10a:	Indicate they want "more" with signs, sounds, or looks.
		Progress Monitoring Skills
		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).
		Progress Monitoring Skills Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 39- Demonstrates an awareness of economics in his/her community

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).
		Progress Monitoring Skills 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).  Progress Monitoring Skills
		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: 06- Develops line-motor skins: 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).
		into notes of other spaces.
		Progress Monitoring Skills
		Infants: 28- Sorts, orders, classifies, and creates patterns:

CONTENT AREA / STRAND STRAND / ESSENTIAL STANDARD	NC.CD.	Cognitive Development (CD) – Infants 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).
		Progress Monitoring Skills 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
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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:

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.  Progress Monitoring Skills 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.
		Progress Monitoring Skills 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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